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ABSTRACT

The identification and specification of affective objectives in the citizenship/social studies curriculum and the development of models of assessment techniques are discussed. Identification of citizenship objectives is comprised of: selecting target grades; organizing and classifying affective objectives; selecting and assigning priorities to objectives; validating and verifying objectives; and preparing for instrument development. Test development is comprised of: defining evaluation models; constructing test items; field testing items; analyzing field-tested items, and developing a final version of the measurement instrument. Tests are currently in a developmental state for grades 6 and 12. Affective knowledge is identified along two dimensions: process, consisting of receiving, responding, valuing, organizing, and characterizing by a value complex; and affective content, including feelings, beliefs, attitudes, values and value clusters. The citizenship objectives are defined as concern for the well-being of self; appreciation of the family's role in society; concern for others; support of laws and individual rights; appreciation of Canada's political institutions; participation in civic affairs; concern for political affairs at all levels; rational decision making. The majority of the document is comprised of instrument descriptions and tests. (MH)

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DECEMBER, 1978

Alberta

Minister's Advisory Committee on Student Achievement

DEVELOPMENT OF MODELS
FOR ASSESSING AFFECTIVE OBJECTIVES
IN THE SOCIAL STUDIES

A Report to the

Minister's Advisory Committee on Student Achievement

Funded and Administered by the

Planning and Research Branch

Alberta Education

R. Lopatka

December, 1978

Edmonton

PREFACE

The Minister's Advisory Committee on Student Achievement (MACOSA) was established by ministerial order in October 1976 in response to growing concerns expressed by the public at large, government, labor, business, students and educators regarding the quality and standards of basic education in Alberta.

MACOSA commissioned a number of studies, primarily to provide basic information for a summary of current levels of achievement in Alberta and to provide baseline data for future assessment. These studies fell into three categories: (1) preliminary studies, (2) achievement studies, and (3) other studies.

This study was designed to identify and further specify affective objectives in the social studies and to develop models of tests for assessing achievement of these objectives. This report, Development of Models for Assessing Affective Objectives in the Social Studies, was presented to MACOSA as information.

MEMBERS OF THE MACOSA STEERING COMMITTEE

(SOCIAL STUDIES)

Mr. Robert Johnson (Chairman), Social Studies Consultant,
Alberta Education.

Mr. Fred Bowen, Teacher, Lethbridge Public School District

Mr. Wm. McIntosh, Social Studies Supervisor,
Calgary Board of Education

Dr. Max van Manen, Faculty of Education, University of Alberta

Dr. Harry Sherk (ex officio), Associate Director, Planning and
Research Branch, Alberta Education

INTRODUCTION

Affective outcomes have for a long time been considered as an important concomitant of the Alberta social studies program. A survey of statements in the provincial social studies curriculum guides for the past 25 years or so reveals a continuing preoccupation with the affective domain.

The 1955 Senior High School Curriculum Guide laid great stress on the "establishment of desirable social attitudes and the modification of those which are undesirable".[1] It proceeded to outline a framework of several basic attitudes, or "clusters of attitudes", for which all social studies teachers were to be responsible. These were listed as: self-respect, creativeness, scientific viewpoint, co-operation, responsibility, social concern and reverence.[2]

The 1971 social studies curriculum guides made valuing and value clarification a cornerstone of the social studies program.[3] The rationale of the 1971 program began with the following

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[1] Alberta Department of Education, Senior High School Curriculum Guide for Social Studies 10, 20 and 30 (Edmonton: Queen's Printer, 1955), p. 9.

[2] Ibid., p. 10.

[3] Alberta Department of Education, Experiences in Decision-Making: Elementary Social Studies Handbook (Edmonton: Queen's Printer, 1971); Alberta Department of Education, Responding to Change: A Handbook for Teachers of Secondary Social Studies (Edmonton: Queen's Printer, 1972).

statement:

> Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values.[4]

The reason for this concern with "personal and social" values was given as:

> Values, attitudes, and feelings frequently determine what knowledge we will accept, and consequently, the nature of decisions that we make. It is necessary, therefore, for students to gain experience in identifying, clarifying, and assessing values and establishing how they relate to the knowledge derived.[5]

The 1978 Alberta Social Studies Curriculum: Interim Edition reiterates the importance of value objectives in the social studies. It provides additional specification to these objectives by listing three types of "value competencies" which the new social studies courses are designed to assist students in developing. These "competencies" are identified as: "Growth in understanding of distinctive human values", "Development of positive attitudes towards self, other people and man's environment", and "Development of competencies in processes of moral reasoning and value analysis".[6]

In 1977, Bernie Chandler prepared a study for MACOSA on the feasibility of conducting an assessment of student achievement

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[4]Alberta Department of Education (1971), op. cit., p. 9; Alberta Department of Education (1972), op. cit., p. 5.

[5]Alberta Department of Education (1971), loc. cit.

[6]Alberta Education, 1978 Alberta Social Studies Curriculum: Interim Edition (Edmonton: Alberta Education, 1978), p. 5.

in social studies. He reported that respondents to his survey:

> . . . showed that there is a good deal of confusion about what the affective objectives are in the present program and perhaps if this were clarified there would be agreement on whether they could be assessed.[7]

Chandler found that this uncertainty also prevailed regarding the development of instruments for affective objectives, but he went on to state:

> There was a glimmer of hope that some development of instruments in the affective domain was possible if a group of dedicated and interested teachers, such as were assembled for developing the high school achievement test, were set to work on the task.[8]

Although the importance of affective outcomes in the teaching of social studies have so often been assumed, they have seldom been carefully examined or tested. One possible reason for this neglect is the dearth of instruments available to provide us with feedback on this area of student achievement. As a consequence this project represents an attempt to explore ways and means of assessing some previously untested areas of student achievement. As such, it falls under the mandate given to MACOSA.

THE PROJECT: AN OVERVIEW

The MACOSA Project on the Assessment of the Affective Objectives in the social studies had two main goals. Its first goal was to provide a greater identification and specification of

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[7] Bernie Chandler, Feasibility Study on Assessing Student Achievement in Social Studies (Edmonton: Alberta Education, 1977) p.51.

[8] Ibid.

the affective objectives in the social studies. The second was to develop examples or models of items and instruments to assess these objectives. Accordingly, project work was organized into two stages of work corresponding to these two main goals. Each of the two stages was further broken down into specific tasks which are presented in the Task Flow Chart, Figure 1 on page 5.

Although the Flow Chart specifies the tasks which would be required for a complete development of affective instruments, it was decided at the outset that due to the MACOSA time constraints, a realistic goal for the project would be the completion of Task 2.2 of Stage II as described in Figure 1 on page 5.

STAGE I: IDENTIFYING OF AFFECTIVE OBJECTIVES IN THE SOCIAL STUDIES

A work committee charged with the tasks associated with Stage I was struck in April of 1978. Membership of this committee consisted of:

Dr. Kathy G. Dueck
Faculty of Education
University of Calgary
Calgary, Alberta

Dr. James Parsons
Faculty of Education
University of Alberta
Edmonton, Alberta

James R. Campbell
Sir Winston Churchill Senior High School
Calgary, Alberta

Ernest Shanahan
Ross Sheppard Composite High School
Edmonton, Alberta

Joan Engel
Nickle Junior High School
Calgary, Alberta

FIGURE 1.

MACOSA ASSESSMENT OF THE AFFECTIVE OBJECTIVES IN THE SOCIAL STUDIES: TASK FLOW CHART

STAGE I: IDENTIFICATION OF AFFECTIVE OBJECTIVES IN THE SOCIAL STUDIES

1.0 SELECTION OF GRADES OR LEVELS

Tasks:

1.1 Select target grades or levels for project

1.2 Provide rationale for selection

→

2.0 ORGANIZATION AND CLASSIFICATION OF AFFECTIVE OBJECTIVES

Tasks:

2.1 Review existing objectives at target grades or levels

2.2 Identify affective objectives requiring further definition

2.3 Determine hierarchies or relationships of objectives

2.4 Arrange objectives into hierarchies or classifications

→

3.0 SELECTION AND PRIORITIZATION OF OBJECTIVES

Tasks:

3.1 Select specific affective objectives for instrument development

3.2 Establish priorities among the selected objectives

→

4.0 VALIDATION AND VERIFICATION OF OBJECTIVES

Tasks:

4.1 Review objectives selected and priorities established

4.2 Involve selected groups independent of project personnel

4.3 Revise lists of objectives where required

→

5.0 PREPARATION OF BLUEPRINTS

Tasks:

5.1 Prepare blueprints for instrument development

5.1.1 Use selected objectives

5.1.2 Maintain established priorities

STAGE II: DEVELOPMENT OF AFFECTIVE INSTRUMENTS

1.0 DEFINITION OF EVALUATION MODELS

Tasks:

1.1 Review types of instruments used to date

1.2 Develop models appropriate to the assessment of affective objectives

→

2.0 CONSTRUCTION OF ITEMS

Tasks:

2.1 Select and "in-service" item builders

2.1.1 Review objectives and priorities

2.1.2 Review evaluation models

2.2 Construct items as required by blueprint

→

3.0 FIELD TESTING OF ITEMS

Tasks:

3.1 Compile items for field testing

3.2 Field test items

3.3 Assemble Data for Analysis

→

4.0 ANALYSIS OF FIELD TESTED ITEMS

Tasks:

4.1 Analyze and identify acceptable items

4.2 Examine and evaluate the reliability and validity of pretests

→

5.0 DEVELOPMENT OF FINAL VERSION OF INSTRUMENTS

Tasks:

5.1 Construct instruments at target grades or levels

5.2 Establish scales or profiles for instruments

Tim Johnson
Wilson Junior High School
Lethbridge, Alberta

Carol Arkinstall
Springfield Elementary School
Peace River, Alberta

Four meetings were held between April 24 and June 6, 1978. The committee approached its task from a broad, philosophical perspective. Its main contribution to the definition of the affective objectives in the social studies may be found in the chart outlining affective content and processes in Appendix 1 on page 19.

Because the release time arranged with the School Boards for the teachers working on this committee had expired, a new committee had to be formed. As a result, an ad hoc committee was struck to deal with the problems which had still remained unresolved at the dissolution of the work committee.

Membership of the ad hoc committee consisted of J. Campbell and K. Dueck of Calgary as well as Dr. C. Rhodes and Dr. T. McGuire of Edmonton. Only one meeting of this committee was held. At that meeting, on June 28, 1978, two important decisions were made. The first decision was to narrow the focus of the project to those affective objectives related to citizenship education. The second was to continue with the plans to set up summer work committees which would develop items at two grade levels, Grade 6 and Grade 12.

The meeting of June 28, 1978, represented an important "breakthrough" for the project. Rather than continuing with the development of a broad philosophical rationale for the

relationship of the affective domain to the social studies, it narrowed the focus for the project. This enabled the ensuing work of the project, that of the item-building committees, to take place.

Why Citizenship Objectives

The "citizenship" tradition has for a long time received a strong emphasis in Alberta programs of study. In the 1950 publication, Curriculum Guide for Alberta Secondary Schools, "Growth Towards Competence in Citizenship" was listed as one of the four "functional objectives".[9] An examination of the complete statement in this guide relative to the objective of "competence in citizenship" illustrates the continuing concern of Alberta educators in this area for over a quarter of a century.

> Growth Toward Competence in Citizenship
>
> Each Alberta youth must be brought gradually to a realization of his position and responsibilities in the school, community, province, nation, and finally in the community of nations. The school should guide him in:
>
> i. Acquiring insight into the historical background of contemporary society,
> ii. Developing competence in meeting, and attempting to solve, public problems and issues which citizens are required to encounter and on which they must take action;
> iii. Developing competence in political action at the school, community, national, and world levels;
> iv. Developing consumer competence;
> v. Developing democratic attitudes and behavior in all social situations;
> vi. Establishing loyalty to the ideals of democracy and acquiring an appreciation for his community, the province and the nation.[10]

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[9] Alberta Department of Education, Curriculum Guide for Alberta Secondary Schools (Edmonton: Queen's Printer, 1950), p. 16.

[10] Ibid.

The Chandler report noted the influence of the "citizenship-education tradition" on the 1971 social studies program by stating:

> The Alberta Social Studies program clearly defines itself as a citizenship education program. As such, goals should be measured to the extent with which they attend to making "this world a more desirable place in which to live".[11]

The 1978 Interim Edition of the Alberta Social Studies Curriculum is more direct in linking social studies to citizenship education. Chapter 1 begins by defining "Social Studies as Citizenship Education".[12] This relationship is underscored by the following statement from the Guide concerning the objectives of the new program:

> The objectives of the Alberta Social Studies Curriculum presume that students can, and should, acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity, and effective participation in community affairs. These are the characteristics that, it is believed, will be required for "effective" community, Canadian, and world citizenship in the coming decades.[13]

Citizenship objectives have always been defined in terms of desirable attitudes, values, and behaviors in addition to the knowledge outcomes. There has long been a suspicion that simply knowing more does not assure one of becoming a "good" or "better" citizen. Consequently, it was hoped that the development of affective instruments based on citizenship objectives would meet

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[11] Chandler, op. cit., p. 9.

[12] Alberta Education (1978), op. cit., p. 1.

[13] Op. cit., p. 4.

a long standing need in a very important area of student achievement.

Development and Validation of the Citizenship Objectives

An additional accomplishment of the June 28th meeting was the preparation of a first draft of Citizenship Objectives by three members of the committee. The guidelines employed in the preparation of these objectives included:

1. The objectives were to consist of the affective outcomes of citizenship education, and

2. The objectives were to be carefully referenced to one or both of the following documents: The Goals of Basic Education for Alberta,[14] and Alberta Social Studies Curriculum[15]

This draft was carefully reviewed by the item-building committees which met during the month of August, 1978. Their revisions are contained in a second draft of Citizenship Objectives which may be found in Appendix 2 on page 23. In addition to the goal areas and objectives which appeared in the first draft, these committees identified and listed the specific values associated with each goal area. This list of values proved to be very useful in the committees' work on the building of items.

Throughout all of the phases of this work, the Curriculum Branch of Alberta Education was kept fully informed. However, a

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[14]Alberta Education, The Goals of Basic Education for Alberta (Edmonton: Alberta Education, 1978).

[15]Alberta Education (1978), op. cit.

complete validation of the citizenship objectives was not possible within the time frame set for the project, since many of the key social studies personnel with the Curriculum Branch were not available during the summer months. The Associate Director of Curriculum responsible for social studies has recently undertaken to validate these objectives.

STAGE II: DEVELOPMENT OF AFFECTIVE INSTRUMENTS

Two item-building committees were formed for work during the summer, one in Edmonton and one in Calgary. The Edmonton group which met during the week of August 14 to 18, 1978, worked on the development of affective instruments for the Grade 6 level. It consisted of:

Carl Armann -- Rio Terrace School

William Lysack -- Richard Secord School

James Parsons -- University of Alberta

Doris Ryan -- Scott Robertson School

Monica Ullman -- Greenfields Elementary School

The Calgary committee met during the week of August 21 to 25, 1978, and worked on items at the Grade 12 level. It consisted of:

Jim Campbell -- Sir Winston Churchill Senior High School

Grant Dustin -- Sir Winston Churchill Senior High School

Joan Engel -- Consultant, Calgary Public School Board

Bev Priftis -- On Leave, Calgary Public School Board

Throughout the week of item-building activities with each group, deliberate and conscious efforts were made to reference the items to the 1978 Alberta Social Studies Curriculum: Interim Edition and/or the Citizenship Objectives.

Description of Items and Instruments

The items and instruments as they appear in the two accompanying documents are in a developmental stage. They are grouped into the two booklets according to grade levels. Volume I has been constructed for the Grade 6 (Elementary School) level while Volume II is designed for the Grade 12 (Senior High School) level.

Eight separate tests or subtests have been constructed for the Grade 6 level while 22 were developed for the Grade 12 level. At the present stage of development these instruments have not been field tested.

Each test is accompanied by an "Instrument Description" which provides such important background information as the original intent or purpose ascribed to the items by the builders. The descriptions also attempt to specify the precise objectives from the 1978 Alberta Social Studies Curriculum: Interim Edition and the Citizenship Objectives to which the items were referenced. Other information in the instrument descriptions includes a description of the item-type used as well as a guide to possible scoring and interpreting of the test.

It is important to note that since these tests have not been field-tested, statistics do not exist which could either

confirm or refute the information contained in the instrument descriptions. Consequently the descriptions are to a large extent inferential in nature. They represent the underlying assumptions held by the item-builders in the construction of these items and instruments.

At the present stage of development, the format of these tests is flexible. Each test may be administered separately, or several may be grouped together forming the subtests of a larger instrument.

CONCLUSIONS AND RECOMMENDATIONS

Both of the item-building committees, elementary and secondary, were in agreement on the importance of conducting further work in this dimension of student achievement. They considered further development of instruments in the affective domain as a means of achieving greater clarity and definition of an important dimension of the social studies. They regarded the availability of affective instruments in citizenship education as desirable in obtaining a description of the value distribution of a certain group of students at a certain point in time. Furthermore, they felt that being aware of such a value distribution would provide insights which would enable teachers and educators to plan the educational activities for any given group of students with a much greater awareness of their needs and concerns.

Finally, all members of the item-building committees considered their involvement in the project as extremely worthwhile

and expressed the desire to see work in this dimension of the social studies continue.

Recommendations

The committees made the following specific recommendations:

1. That the items and instruments constructed by the committees be field tested.

2. That statistical analyses be performed on the results of the field testing in order that:

a. further revision and refinement of the instruments may take place, and that

b. the assumptions underlying the construction of the items be verified .

3. That scales, profiles, and indices be developed to assist users of these instruments in the interpretation of results.

4. That the developed instruments be made available to teachers along with a monograph prepared to explain their use.

5. That work providing further definition and clarification of the affective domain of the social studies continue.

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Appendix 1

Chart Outlining Affective
Content and Processes

EXPLANATION OF: CHART OUTLINING AFFECTIVE CONTENT AND PROCESSES

The chart attempts to depict the dynamics of the affective along two dimensions. The horizontal or process dimension comprises the five categories of the Kathwohl Taxonomy which are: receiving, responding, valuing, organization, and characterization by a value complex. The vertical list contains the categories of affective content which include: feelings, beliefs, attitudes, and values and value clusters.

Both the horizontal and vertical lists are arranged in order of complexity and intensity. The horizontal "scale", receiving to characterization, provides a scale of "intensity of affect" from a simple awareness to an internalized and generalized set of beliefs, attitudes and values which have been integrated into a total philosophy or world view.

The vertical column, Affective Content, beginning with feeling at the top left corner of the chart, increases in complexity as it moves down through beliefs, attitudes, and finally to the values and value clusters at the bottom of the page. The sources of the values and value clusters found at the bottom of the Affective Content column are the latest drafts of: The Goals of Basic Education for Alberta (1978), and the 1978 Alberta Social Studies Curriculum: Interim Edition.

CHART OUTLINING AFFECTIVE CONTENT AND PROCESSES

AFFECTIVE CONTENT	PROCESSES											
	1.0 RECEIVING			2.0 RESPONDING			3.0 VALUING			4.0 ORGANIZATION		5.0 CHARACTERIZATION BY A VALUE COMPLEX	
	1.1 AWARENESS	1.2 WILLINGNESS TO RECEIVE	1.3 CONTROLLED OR SELECTED ATTENTION	2.1 ACQUIESCENCE IN RESPONDING	2.2 WILLINGNESS TO RESPOND	2.3 SATISFACTION IN RESPONSE	3.1 ACCEPTANCE OF A VALUE	3.2 PREFERENCE FOR A VALUE	3.3 COMMITMENT	4.1 CONCEPTUALIZATION OF A VALUE	4.2 ORGANIZATION OF VALUE SYSTEM	5.1 GENERALIZED SET	5.2 CHARACTERIZATION
Feelings													
Like - Dislike													
Seeking - Avoiding													
Acceptance - Rejection													
Pleasantness - Unpleasantness													
Beliefs													
"Can Do"													
Others have Worth													
Objects, Ideas have Worth													
Can control Future													
Attitudes													
Intellectual Independence													
Truthfulness (honesty)													
Objectivity													
Curiosity													
Questioning													
Perseverance													
Efficacy													
Self-esteem													
Self-respect													
Responsibility													
Optimism													
Learn from Others													
Sharing													
Generosity													
Friendliness													
Worldmindedness													
Values and Value Clusters													
Life													
Peace													
Freedom													
Autonomy													
Justice													
Honesty													
"Fair Play"													
Equality													
Tolerance													
Empathy													
Cooperation													
Utility													
Efficiency													
Thrift													
Conservation													
Sanctity of Life													
Dignity of Man													
Positive Self-Concept													
Importance of Family													
Appreciation of Diversity (Pluralism)													
Getting Along with Others													
Active Citizenship													
Constructive Community Involvement													
Orderly Society (Social Well-Being)													
Patriotism													
Environmental Concerns													
Ethical or Spiritual Values													

DEFINITIONS OF TERMS

Affective: Objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets or biases.
Krathwohl, Bloom, and Masia (1964)

Feelings: Feelings and emotions can be described in terms of a felt attraction or repulsion. A tendency for action is involved. Feelings refer to milder states and emotion to the stronger ones. The primary source of emotional arousal is stimulation from the external environment as it is perceived and evaluated by the person in light of his past experiences. There is an emotional quality of some sort to all the interactions we have with our surrounding environment.
Psychology Today (1970)

Beliefs: The state or habit of mind in which, trust, confidence and reliance is placed on some person, object, or thing.

Attitudes: An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner. All attitudes incorporate beliefs, but not all beliefs are necessarily a part of attitudes. Each belief within an attitude organization has the following three components:

1. Cognitive Component -- represents a person's knowledge, held with varying degrees of certitude about what is true or false, good or bad, desirable or undesirable.
2. Affective Component -- under suitable conditions the belief is capable of arousing affect of varying intensity centering around the object of belief.
3. Behavioral Component -- the belief, being a response predisposition of varying threshold, must lead to some action when it is suitably activated.

Rokeach (1968)

Values: Values are basic fundamental ideas about what is important in life, they are standards of conduct which cause individuals, groups, or nations to think and act in certain ways.
Alberta Department of Education (1978)

Appendix 2

Citizenship Objectives

CITIZENSHIP OBJECTIVES

GOAL AREA	OBJECTIVE	VALUES
I. Show Concern for the Well-Being and Dignity of Self	Develop self-discipline Develop self-understanding Develop self-concept	Responsibility Independence Initiative Self-Directed Task Oriented Process Oriented Ambition Individuality Inner Harmony Honesty Integrity Self-Esteem
II. Develop an Appreciation for the Role of the Family in Society	Willingness to participate in family responsibilities Accept responsibility for providing material and moral support to the family	Kindness Loyalty Integrity Responsibility Initiative Empathy Cooperation Respect Compassion Harmony Peace Dignity Fair-Play
III. Show Concern for the Well-Being and Dignity of Others	Treat Others With Respect Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles Consider how ones actions affect others Develop a sense of Community Responsibility Show loyalty to country and social groups whose Values are shared	Belonging Love Kindness Loyalty Respect Tolerance Empathy Harmony Cooperation Compassion Peace Dignity
IV. Support Just Laws and the Rights of All Individuals	Be willing to accept the need for law and due processes of the law Show respect for law and authority Show respect for public and private property Develop respect for the worth of the individual Act to uphold the rights of all people	Stability Order Justice Authority Influence Fair-Play Freedom Equality Tolerance Cooperation Harmony Empathy Peace
V. Develop an awareness of and appreciation for Canada's Political Institutions	Appreciate the organization and function of the federal, provincial and local levels of government Show awareness of the role played by politicians and interest groups Be aware of the ways in which an individual can influence government Appreciate the need for a variety of political opinions in Canadian Society	Stability Order Justice Influence Freedom Equality Tolerance Fair-Play Cooperation
VI. Participate in Civic Affairs	Accept the need for constructive involvement in local, provincial, national and international endeavors Accept the importance of the individual's civic participation Show an awareness of and an appreciation for the potential rewards of active citizenship	Initiative Ambition Perseverence Devotion Dedication Commitment Influence
VII. Show Concern for World, National, Provincial and Local Affairs	Be aware of the existence of social, economic, cultural and Political Conflicts Develop an appreciation for our natural resources Develop a commitment to the preservation and improvement of the physical environment	Conservation Thrift Respect Beauty
VIII. Approach Decision-Making Rationally	Develop intellectual curiosity and a desire for solving civic issues Accept responsibility for obtaining relevant information and alternative viewpoint about important civic issues Be willing to analyze and evaluate data pertinent to civic issues Generate constructive solutions to civic issues Justify decisions made about civic issues by applying moral and ethical principles	Logic Reason Adaptability Flexibility Responsibility Wisdom Creativity

Appendix 3

Affective Instrument Models
Grade 6 Level

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December, 1978

PREFACE

The instruments which make up this collection have been prepared as part of the MACOSA Social Studies Assessment Project. Together with the volume of Grade 6 affective instruments they are intended to provide examples of ways and means by which some previously untested areas of student achievement in the Social Studies may be assessed.

The instruments attempt to focus on the affective outcomes of citizenship education. They have been closely referenced to the 1978 Alberta Social Studies Curriculum: Interim Edition as well as the Goals of Basic Education for Alberta.

These instruments have not been field tested. As a result, the assumptions and premises underlying the construction of the items have not been verified. In their present form, these instruments are ready for the stage of development which would involve their field testing and piloting.

Ray Lopatka
Project Director

ACKNOWLEDGEMENTS

The following educators served as members of the committee which developed the affective instruments at the Senior High School level. Their contribution of time and talent provided invaluable assistance and support to the project.

Jim Campbell, Social Studies Department Head,
Sir Winston Churchill High School,
Calgary, Alberta

Grant Dustin, Teacher,
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Joan Engel, Social Studies Consultant,
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Special thanks are also in order for the typing and proofreading of these tests by the staff of the Test Development Section of the Student Evaluation and Data Processing Services Branch, Alberta Education.

LIST OF TESTS

TEST NUMBER	TITLE	NUMBER OF ITEMS	ITEM-TYPE
1.	Political Participation Scale	11	Rank Order
2.	Attitudes Towards Politicians	15	Semantic Differential
3.	Attitudes Towards Citizenship	12	Semantic Differential
4.	Individual Rights/Group Welfare Scale	11	Likert 5-Point Scale
5.	Individual Freedom/Government Control Index	13	Likert 5-Point Scale
6.	Qualities of "Good" Citizenship	10	Rank Order
7.	International Conflict Checklist	9	Checklist
8.	Moral Reasoning in Decision-Making	6	Likert 5-Point Scale
9.	Citizenship Responsibility Index	16	Likert 5-Point Scale
10.	Public Enterprise/Private Enterprise Index	22	Four Alternatives
11.	Values Related to Political and Economic Systems		
	Form A: Student Values	15	Likert 5-Point Scale
	Form B: Ideology of Communism	15	Likert 5-Point Scale
	Form C: Ideology of Fascism	15	Likert 5-Point Scale
	Form D: Ideology of Socialism	15	Likert 5-Point Scale
	Form E: Ideology of Capitalism	15	Likert 5-Point Scale
12.	Awareness/Concern of Issues Questionnaire	9	Likert 4-Point Scale
13.	Perceptions of Influences on Government Decision-Making	14	Likert 5-Point Scale
14.	Civic Decision-Making	8	Likert 5-Point Scale
15.	Decision-Making Style	7	Multiple-Choice
16.	Value Survey		
	Form A: Combined Form	30	Likert 5-Point Scale
	Form B-1: Present Canadian Values	15	Likert 5-Point Scale
	Form B-2: Future World Values	15	Likert 5-Point Scale
	Form C-1: Present Canadian Values	15	Rank Order
	Form C-2: Future World Values	15	Rank Order

TEST NUMBER	TITLE	NUMBER OF ITEMS	ITEM-TYPE
17.	Global Issues Test		
	Part A	7	Two Alternatives
	Part B	7	Likert 5-Point Scale
18.	Perceptions of Values Underlying Canadian Government	9	Rank Order
19.	National/International Concern Scale	12	Likert 5-Point Scale
20.	Political Decision-Making Test	6	Multiple-Choice
21.	International Conflict Questionnaire	20	Four Alternatives
22	Qualities of Political Leadership in Canada		
	Form A	14	Likert 5-Point Scale
	Form B	14	Rank Order

TEST 1

The council of the city of Jamesville is proposing a by-law which would impose a 10:00 p.m. curfew on all people under the age of 18.

If you were a resident of this city and were opposed to the by-law what would you most likely do?

Rank order the following alternatives in order of your preferred action by numbering them 1 to 11 (1 being most preferred).

_____ Voice your opinion on a radio phone-in program.

_____ Discuss the proposed by-law with your friends.

_____ Do nothing.

_____ Write a letter to the editor of the paper.

_____ Join a pressure group.

_____ Phone a member of the city council.

_____ Sign a petition.

_____ Wait until the next election when you can express your views by your vote.

_____ Disobey the new law if and when it is enacted.

_____ Attend council meetings and public hearings.

_____ Participate in a protest march on city hall.

TEST 1

INSTRUMENT DESCRIPTION

TITLE: Political Participation Scale

PURPOSE

To determine the extent to which students are prepared to act against a regulation which they find objectionable

OBJECTIVES

Social Studies Curriculum
Social Studies 30: Topic A
- Personal Freedom/Devotion to Principle

Citizenship Objectives
Participate in Civic Affairs

DESCRIPTION

Students are presented with a situation requiring a political response. They are then asked to rank order 11 alternative actions representing a range of responses from doing nothing to disobeying the law.

SCORING -- INTERPRETING

Scoring is done on the basis of deviation from the rank order shown below.

8	Voice your opinion on a radio phone-in program.
3	Discuss the proposed bylaw with your friends.
1	Do nothing.
4	Write a letter to the editor of the paper.
9	Join a pressure group.
7	Phone a member of the city council.
6	Sign a petition.
2	Wait until the next election when you can express your views by your vote.
11	Disobey the new law if and when it is enacted.
5	Attend council meetings and public hearings.
10	Participate in a protest march on city hall.

The alternatives are grouped into the following four categories of varying intensities:

Low participation --	1, 2
Moderate participation --	3, 4, 5, 6
High participation --	7, 8, 9
Extreme participation --	10, 11

For each alternative, calculate the difference between the student's rank order and the rank order shown in the scale above. Calculate the sum of these differences.

A negative or low score indicates a low degree of political participation.

TEST 2

Directions: Indicate your feelings towards politicians by reading each set of terms and checking an appropriate space.

The responses should reflect your feelings. There are no right or wrong answers. Base your responses on your immediate reaction.

Answer only once for each set of terms. Don't skip a set.

A response to the left of the center space indicates agreement with the term on the left. The further to the left of the center space, the stronger the agreement with the term.

A response to the right of the center space indicates agreement with the term on the right. The further to the right of the center space, the stronger the agreement.

The center space is for a neutral response.

Politicians

1.	good	___	___	___	___	___	___	___	bad
2.	weak	___	___	___	___	___	___	___	strong
3.	evasive	___	___	___	___	___	___	___	frank
4.	selfish	___	___	___	___	___	___	___	altruistic
5.	important	___	___	___	___	___	___	___	unimportant
6.	devious	___	___	___	___	___	___	___	forthright
7.	cruel	___	___	___	___	___	___	___	kind
8.	clean	___	___	___	___	___	___	___	dirty
9.	educated	___	___	___	___	___	___	___	uneducated
10.	interesting	___	___	___	___	___	___	___	boring
11.	honest	___	___	___	___	___	___	___	dishonest
12.	rich	___	___	___	___	___	___	___	poor
13.	aggressive	___	___	___	___	___	___	___	timid
14.	effective	___	___	___	___	___	___	___	ineffective
15.	foolish	___	___	___	___	___	___	___	wise

TEST 2

INSTRUMENT DESCRIPTION

TITLE: Attitudes Towards Politicians

PURPOSE

To identify student attitudes to politicians

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Concern for National Welfare

Citizenship Objectives

Developing an awareness of and appreciation for Canada's political institutions

- Show awareness of the role played by politicians and interest groups

DESCRIPTION

A semantic differential type of instrument which attempts to obtain student attitudes to politicians along 14 different dimensions.

SCORING -- INTERPRETING

1. Assign a value from 7 to 1 for each of the spaces between each set of polar adjectives. A response in the space to the far right would carry a value of 1 and those on the far left a value of 7. Each space in between carried the appropriate value between these extremes.
2. Reverse the order of values assigned to items 2, 3, 6, 7 and 15. The positive qualities for each of these items have been placed on the right.
3. Total the scores for <u>each</u> attitude.
4. A high score indicates more positive attitudes towards politicians than does a low score.

<u>Note</u>: The accompanying page on "Interpreting the Semantic Differential" provides more complete details on classroom applications of the semantic differential.

INTERPRETING THE SEMANTIC DIFFERENTIAL

1. Assign a value from 1 to 7 for each of the spaces between the adjectives. A response in the space to the far right would carry the value of 1 and those on the far left a 7. Each space in between carries an appropriate value between these extremes. (Note: it is important to see that the positive qualities for each pair of polar adjectives is arranged on the left-hand side.)

2. Total the number of students who have marked space 1 and multiply by one, then total the number of 2's and multiply by two, and so on, through the seven spaces. Then divide by the total number of students and you will have a weighted average for your class.

EXAMPLE

Politicans

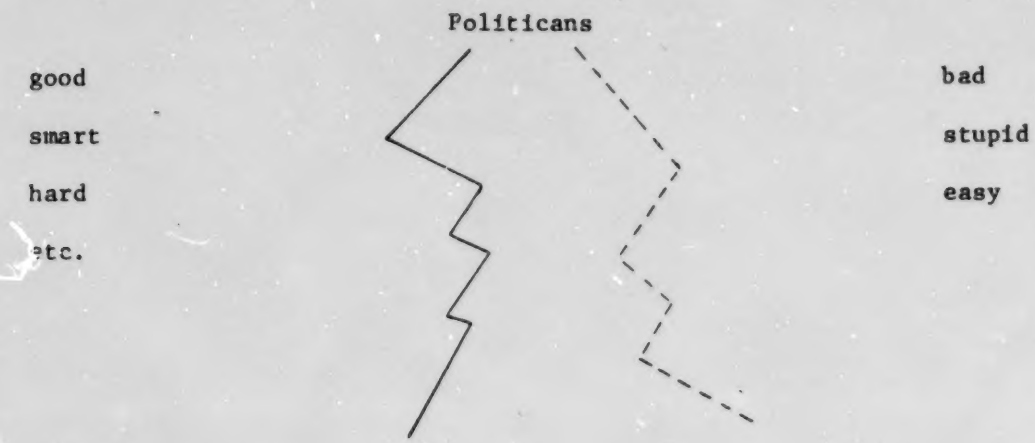
important 7 6 5 4 3 2 1 unimportant

Suppose 20 students reacted in the following way:

2 students	marked space 1 giving that space a total value of	2
3 students	marked space 2 giving that space a total value of	6
6 students	marked space 3 giving that space a total value of	18
6 students	marked space 4 giving that space a total value of	24
0 students	marked space 5 giving that space a total value of	0
3 students	marked space 6 giving that space a total value of	18
0 students	marked space 7 giving that space a total value of	0
	TOTAL =	68

The total (68) divided by number of students (20) gives you a mean value for this continuum of 3.40. When this has been done for each one, a class profile can be drawn. If this is done before and after teaching a comparison can be made.

EXAMPLE



------ = pretest class profile

_____ = post test class profile

TEST 3

Directions: Indicate your feelings towards "The Good Citizen" by reading each set of terms and checking an appropriate space. Base your response on your immediate reaction.

"The Good Citizen"

1.	active	___	___	___	___	___	___	___	passive
2.	exciting	___	___	___	___	___	___	___	boring
3.	timid	___	___	___	___	___	___	___	assertive
4.	indifferent	___	___	___	___	___	___	___	concerned
5.	knowledgeable	___	___	___	___	___	___	___	ignorant
6.	accepting	___	___	___	___	___	___	___	critical
7.	humanitarian	___	___	___	___	___	___	___	self-centered
8.	obedient	___	___	___	___	___	___	___	disobedient
9.	trusting	___	___	___	___	___	___	___	suspicious
10.	aware	___	___	___	___	___	___	___	unaware
11.	ineffective	___	___	___	___	___	___	___	effective
12.	involved	___	___	___	___	___	___	___	apathetic

TEST 3

INSTRUMENT DESCRIPTION

TITLE: Attitudes toward Citizenship

PURPOSE

To identify student perceptions concerning the attributes or qualities which make for "good citizenship"

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Devotion to Principle

Citizenship Objectives

Show an awareness of and appreciation for the potential rewards of active citizenship

DESCRIPTION

The semantic differential is employed to explore student perceptions of "good citizenship"

SCORING -- INTERPRETING

1. Assign a value from 7 to 1 for each of the spaces between the adjectives. The student marking in the space to the far right would carry a value of 1 and those on the far left a value of 7. Each space in between carries an appropriate value between these extremes.
2. Reverse the order of values assigned to items 3, 4, 6 and 11. The positive qualities for each of these items have been placed on the right.
3. Total the scores for <u>each</u> attitude.
4. The qualities receiving the highest scores indicate the values students perceive as being most important to "good citizenship".

TEST 4

For each statement below, indicate your beliefs by choosing the letter of the alternatives which best expresses your views.

A. Strongly agree
B. Agree
C. Have no opinion
D. Disagree
E. Strongly disagree

Respond to all statements. Respond according to your feelings about the statement. There are no right or wrong answers.

1. An individual should be allowed to state views opposing the government.

2. Voting should be compulsory.

3. An anti-democratic group should be allowed to hold a public rally.

4. Politicians should listen to individuals with the same care as they do to interest groups.

5. The R.C.M.P. should be allowed to use any methods necessary to maintain order and security.

6. Governments should pay more attention to the protection of individual freedoms than to group welfare.

7. The government should have the power to cancel all individual rights when a group threatens.

8. The government should not censor books, magazines, or movies.

9. The government should have the right to force television stations to show less violence.

10. Businesses should be able to sell any product that people want to buy.

11. Governments should have the right to regulate the ownership of property.

TEST 4

INSTRUMENT DESCRIPTION

TITLE: Individual Rights/Group Welfare Scale

PURPOSE

To determine existing student values concerning Individual Rights/Group Welfare

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Should political and economic systems emphasize individual freedom or group welfare

Citizenship Objectives

Show concern for the well-being and dignity of others

- Develop a sense of community responsibility
- Show loyalty to one's own country and social groups whose values are shared

DESCRIPTION

This instrument uses the Likert 5-point scale to assess the orientation of the student along an individual rights/group welfare continuum.

SCORING -- INTERPRETING

Agreement with 2, 5, 7, 9 and 11 indicates group welfare is more important than individual rights. A high score on all other items would indicate that individual rights are considered more important than group welfare.

TEST 5

For each statement below, indicate your beliefs by choosing the letter of the alternative which best expresses your views.

A. Strongly agree
B. Agree
C. Have no opinion
D. Disagree
E. Strongly disagree

Respond to all statements. Respond according to your feelings about the statements. There are no right or wrong answers.

1. The individual should consider the well-being of the country ahead of his own interests.

2. Religious groups that oppose blood transfusions or vaccinations should be made to comply with government regulations regarding public health.

3. It is acceptable for the government at its discretion to seize an individual's passport.

4. "My country right or wrong" is a good motto.

5. Our country should have the right to impose compulsory military service.

6. Censorship Boards are desirable to maintain high ethical and moral standards.

7. Blood tests and a license should be required before marriage.

8. Only people who have something to hide would object to government collection of information about their activities.

9. Law enforcement agencies should be strengthened in order to combat crime.

10. It is good that needy people receive assistance at public expense.

11. Immigrants who complain about our way of life should be deported.

12. Whether or not to abolish the death penalty is best decided by our elected officials rather than by referendum.

13. Government imposed limits on election campaign spending are desirable.

TEST 5

INSTRUMENT DESCRIPTION

TITLE: Individual Freedom/Government Control Index

PURPOSE

To determine student preference for individual freedom or government control

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Concern for National Welfare
- Social Order/Freedom

Citizenship Objectives

Show concern for the well-being and dignity of self

Show concern for the well-being and dignity of others

DESCRIPTION

The Likert 5-point scale is employed with 13 statements concerning group control.

SCORING -- INTERPRETING

All items are written to favor group control. Therefore, "strongly agree" and "agree" represent a preference for group control. Scoring is done by assigning strongly agree a value of 5, agree 4, undecided 3, disagree 2 and strongly disagree 1. Student totals of 40 to 65 reflect preference for governmental control, whereas 13 to 38 reflect a preference for individual freedom. Each score also reflects a preference of intensity thus, closer to 65 = stronger preference for group control, closer to 13 = stronger preference for individual freedom.

TEST 6

The following list of qualities could be applied to a "good" citizen.

Rank order these from number 1 (most important) to number 10 (least important) according to what you think a good citizen should be.

A "Good" Citizen

_____ is pleasant and agreeable

_____ respects and obeys laws

_____ questions laws that do not seem just

_____ joins pressure groups

_____ displays leadership ability

_____ appreciates the views of others

_____ reads widely about current affairs

_____ pickets against injustice

_____ is bilingual

_____ pays taxes

TEST 6

INSTRUMENT DESCRIPTION

TITLE: Qualities of "Good" Citizenship

PURPOSE

To determine the qualities which students believe contribute to "good citizenship"

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Devotion to Principle
- Should all citizens be required to take an active part in the political life of their community

Citizenship Objectives

Participate in Civic Affairs

- Show an awareness and appreciation for the rewards of active citizenship

DESCRIPTION

The student is required to rank order 10 qualities which make for "good" citizenship.

SCORING -- INTERPRETING

Low scores for: is pleasant and agreeable, respects and obeys the law, appreciates the views of others, and pays taxes indicate a preference for passive qualities. Low scores for: questions laws that do not seem just, joins pressure groups, displays leadership abilities, reads widely about current affairs, and pickets against injustice indicate a preference for active qualities. The quality "is bilingual" is neutral.

TEST 7

Your country has an alliance with Country X. Country X is invaded by Country Y which intends to subjugate the people and control the government. The invaded country expects your promised help. Which of the following steps would you approve? Check those steps that have your approval.

1. Do nothing and hope you do not get invaded. _____
2. Tell Country Y to withdraw from Country X _____
3. Cut off diplomatic relations with Country Y. _____
4. Apply economic sanctions to Country Y. _____
5. Begin underground and subversive activites. _____
6. Take your country to the verge of war by threatening to invade Country Y if it does not withdraw. _____
7. Mobilize forces with conventional weapons and declare war on Country Y. _____
8. Use the latest biological and chemical weapons against Country Y. _____
9. Deploy nuclear weapons against Country Y. _____

TEST 7

INSTRUMENT DESCRIPTION

TITLE: International Conflict Checklist

PURPOSE

To assess student attitudes towards the acceptability of use of biological and chemical weapons and nuclear weapons in a time of war

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic B

- Should nations ever resort to war as a means of settling their differences
- Should nations develop means for conducting biological and chemical warfare

Citizenship Objectives

Show concern for world and national affairs

- Be aware of the existence of political conflict

DESCRIPTION

This instrument presents a checklist of graduated responses to an international incident. Questions range from 1 to 10 on a continuum from mild to severe action.

SCORING -- INTERPRETING

A scale may be developed indicating the intensity or severity of response students would advocate in international problems.

TEST 8

Your country has been invaded by another country. Which of the following reasons would you choose for making your decision as to whether or not to fight for your country?

Indicate whether you would consider each of the following reasons as

A. Not important at all
B. Not very important
C. Irrelevant
D. Somewhat important
E. Very important

1. You will be put in jail if you do not join.

2. You might die in battle.

3. Your friends will think you are a coward if you do not fight.

4. The government is conscripting all persons your age. It is the law.

5. You feel loyal to your country, but you think individuals should be free to follow the dictates of their own conscience.

6. You are not willing to kill another human being.

TEST 8

INSTRUMENT DESCRIPTION

TITLE: Moral Reasoning in Decision-Making

PURPOSE

To indicate the level of moral reasoning of the student(s) according to the 6 stages of Kohlberg

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic B

- Should nations ever resort to war as a means of settling their differences

Citizenship Objectives

Show concern for world and national affairs

Other Values

The value of human life and the survival of humanity

DESCRIPTION

The student is expected to rate the reasons involved in making a personal decision concerning "fighting for one's country" by using a Likert 5-point scale. Six reasons are given corresponding to Kolberg's 6 moral stages (see accompanying sheet).

SCORING -- INTERPRETING

Students' greatest preference of reasons involved in decision would indicate the level of moral reasoning at which they operate.

The Six Moral Stages

	Content of Stage		
Level and Stage	What Is Right	Reasons for Doing Right	*Social Perspective of Stage*
LEVEL I—PRECONVENTIONAL Stage 1—Heteronomous Morality	To avoid breaking rules backed by punishment, obedience for its own sake, and avoiding physical damage to persons and property.	Avoidance of punishment, and the superior power of authorities.	*Egocentric point of view.* Doesn't consider the interests of others or recognize that they differ from the actor's; doesn't relate two points of view. Actions are considered physically rather than in terms of psychological interests of others. Confusion of authority's perspective with one's own.
Stage 2—Individualism, Instrumental Purpose, and Exchange	Following rules only when it is to someone's immediate interest; acting to meet one's own interests and needs and letting others do the same. Right is also what's fair, what's an equal exchange, a deal, an agreement.	To serve one's own needs or interests in a world where you have to recognize that other people have their interests, too.	*Concrete individualistic perspective.* Aware that everybody has his own interest to pursue and these conflict, so that right is relative (in the concrete individualistic sense).
LEVEL II—CONVENTIONAL Stage 3—Mutual Interpersonal Expectations, Relationships, and Interpersonal Conformity	Living up to what is expected by people close to you or what people generally expect of people in your role as son, brother, friend, etc. "Being good" is important and means having good motives, showing concern about others. It also means keeping mutual relationships, such as trust, loyalty, respect and gratitude.	The need to be a good person in your own eyes and those of others. Your caring for others. Belief in the Golden Rule. Desire to maintain rules and authority which support stereotypical good behavior.	*Perspective of the individual in relationships with other individuals.* Aware of shared feelings, agreements, and expectations which take primacy over individual interests. Relates points of view through the concrete Golden Rule, putting yourself in the other guy's shoes. Does not yet consider generalized system perspective.
Stage 4—Social System and Conscience	Fulfilling the actual duties to which you have agreed. Laws are to be upheld except in extreme cases where they conflict with other fixed social duties. Right is also contributing to society, the group, or institution.	To keep the institution going as a whole, to avoid the breakdown in the system "if everyone did it," or the imperative of conscience to meet one's defined obligations (Easily confused with Stage 3 belief in rules and authority; see text.)	*Differentiates societal point of view from interpersonal agreement or motives.* Takes the point of view of the system that defines roles and rules. Considers individual relations in terms of place in the system.
LEVEL III—POST-CONVENTIONAL, or PRINCIPLED Stage 5—Social Contract or Utility and Individual Rights	Being aware that people hold a variety of values and opinions, that most values and rules are relative to your group. These relative rules should usually be upheld, however, in the interest of impartiality and because they are the social contract. Some nonrelative values and rights like *life* and *liberty*, however, must be upheld in any society and regardless of majority opinion.	A sense of obligation to law because of one's social contract to make and abide by laws for the welfare of all and for the protection of all people's rights. A feeling of contractual commitment, freely entered upon, to family, friendship, trust, and work obligations. Concern that laws and duties be based on rational calculation of overall utility, "the greatest good for the greatest number."	*Prior-to-society perspective.* Perspective of a rational individual aware of values and rights prior to social attachments and contracts. Integrates perspectives by formal mechanisms of agreement, contract, objective impartiality, and due process. Considers moral and legal points of view; recognizes that they sometimes conflict and finds it difficult to integrate them.
Stage 6—Universal Ethical Principles	Following self-chosen ethical principles. Particular laws or social agreements are usually valid because they rest on such principles. When laws violate these principles, one acts in accordance with the principle. Principles are universal principles of justice: the equality of human rights and respect for the dignity of human beings as individual persons.	The belief as a rational person in the validity of universal moral principles, and a sense of personal commitment to them.	*Perspective of a moral point of view* from which social arrangements derive. Perspective is that of any rational individual recognizing the nature of morality or the fact that persons are ends in themselves and must be treated as such.

TEST 9

Directions: Assume that the following bill is being proposed by the Member of Parliament who represents your constituency. Read the bill then respond to the items which follow.

Bill C-211

The following law shall take effect immediately:

1. All citizens of Canada, male and female, upon reaching the legal age of 18 (eighteen) will be required to contribute 2 years of service to the Canadian Armed Forces.

2. Exemptions to service will be allowed for only the following conditions:

   a. Poor Health - as determined by a medical officer at the time of induction.

   b. Physical or mental disability.

3. Postponement of service will be granted to high school students who have reached the age of 18 on condition that:

   a. They are registered in a high school program which consists of a minimum of 30 credits.

   b. They maintain average standing of 60% or higher in all subjects in which they are registered.

4. The maximum period of postponed service shall be 2 years.

TEST 9

For each statement below, indicate your beliefs by choosing the letter of the alternative which best expresses your views.

A. Strongly agree
B. Agree
C. Have no opinion
D. Disagree
E. Strongly disagree

1. The Federal Government should have the power to require its citizens to serve in the armed forces.

2. People who live in Canada, but are not citizens should be subject to the same laws as citizens.

3. Compulsory service should apply to eighteen year olds.

4. It would not be fair to allow exemptions to compulsory service for any reason whatsoever.

5. Girls should be exempt from compulsory service.

6. People whose religion or moral outlook is opposed to compulsory service should be exempt from this law.

7. People who refuse to serve should be made to give up their Canadian citizenship.

8. Provisions should be made for compulsory nonmilitary service for those who object to taking up arms.

9. Compulsory service is justified on the basis of the nation's need for preservation and well-being.

10. Other nations should not give sanctuary to people from Canada who refuse to serve in the armed forces.

11. All laws should be obeyed.

12. All laws are made for the benefit of the people.

13. All laws express the collective wishes of the people.

14. Individuals are justified in disobeying laws which they consider bad.

15. Those who wish to change laws should follow the established democratic practices, no matter how long it takes.

16. There are laws which do not promote the cause of justice and fair play.

TEST 9

INSTRUMENT DESCRIPTION

TITLE: Citizenship Responsibility Index

PURPOSE

1. To indicate the level of compliance with the law
2. To determine acceptance of the power of the state

OBJECTIVES

Social Studies Curriculum
Social Studies 30: Topic A
- Social Order/Freedom

Citizenship Objectives
Support just laws and rights of all individuals

DESCRIPTION

The test consists of 16 statements concerning the duties of citizens in complying with a nation's laws. The student rates each statement by using a Likert 5-point scale.

SCORING -- INTERPRETING

All items except 5, 6, 14 and 16 are written to favour compliance with the law. Items 5, 6, 14 and 16 favour noncompliance.

Scoring is done by assigning strongly agree a value of 5, agree 4, undecided 3, disagree 2 and strongly disagree 1 for all items other than 5, 6, 14 and 16. Items 5, 6, 14 and 16 receive reverse values (e.g., strongly agree 1, strongly disagree 5.) Student totals of 49 to 80 reflect preference in degree of intensity, for compliance with the law. Student totals of 16 to 47 reflect preference, in degree of intensity, for noncompliance with the law.

TEST 10

Directions: For each need listed below indicate your preference regarding public or private ownership or control. Choose the letter of the response which best expresses your views.

A. Public ownership or control
B. Private ownership or control
C. Shared responsibility
D. Undecided

1. Defence
2. Law Enforcement
3. Education (Grade 1-12)
4. High Education (After Grade 12)
5. Hospitals
6. Utilities
7. Welfare
8. Natural Resources
9. Parks
10. Printed Media (newspapers)
11. Radio - TV Media
12. Land
13. Health Care
14. Recreation
15. Research & Development
16. Transportation
17. Agriculture
18. Industry
19. Business
20. Labour
21. Housing
22. Insurance

TEST 10

INSTRUMENT DESCRIPTION

TITLE: Public-Private Enterprise Index

PURPOSE

To indicate preference for public ownership and control or private ownership and control

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Initiative and Industriousness/Equality
- Should areas of the economy be controlled by Government

Citizenship Objectives

Show concern for national affairs

DESCRIPTION

Twenty-two needs are listed. Students respond by indicating which sector of the industry, public or private, should be responsible for each. They are given four choices: public ownership or control, private ownership or control, shared responsibility, and undecided.

SCORING -- INTERPRETING

A profile of the needs assigned to the public and private sectors could be developed.

Test 11(A)

Values Related to Political and Economic Systems

Indicate the importance of each of the following values to YOU by using the following scale:

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

_____ 1. Personal Freedom

_____ 2. Equality

_____ 3. Efficiency

_____ 4. Dignity of Man

_____ 5. Worth of the Individual

_____ 6. Cultural Pluralism

_____ 7. Peace

_____ 8. Tolerance

_____ 9. Stability

_____ 10. Productivity

_____ 11. Justice

_____ 12. Creativity

_____ 13. Flexibility

_____ 14. Individual Initiative

_____ 15. Cooperation

Test 11(B)

Values Related to Political and Economic Systems

Indicate how important you think each of the following values are to the ideology of COMMUNISM by using the following scale:

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

_____ 1. Personal Freedom

_____ 2. Equality

_____ 3. Efficiency

_____ 4. Dignity of Man

_____ 5. Worth of the Individual

_____ 6. Cultural Pluralism

_____ 7. Peace

_____ 8. Tolerance

_____ 9. Stability

_____ 10. Productivity

_____ 11. Justice

_____ 12. Creativity

_____ 13. Flexibility

_____ 14. Individual Initiative

_____ 15. Cooperation

Test 11(C)

Values Related to Political and Economic Systems

Indicate how important you think each of the following values are to the ideology of FASCISM by using the following scale:

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

_____ 1. Personal Freedom

_____ 2. Equality

_____ 3. Efficiency

_____ 4. Dignity of Man

_____ 5. Worth of the Individual

_____ 6. Cultural Pluralism

_____ 7. Peace

_____ 8. Tolerance

_____ 9. Stability

_____ 10. Productivity

_____ 11. Justice

_____ 12. Creativity

_____ 13. Flexibility

_____ 14. Individual Initiative

_____ 15. Cooperation

TEST 11(D)

Values Related to Political and Economic Systems

Indicate how important you think each of the following values are to the ideology of SOCIALISM by using the following scale:

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

_____ 1. Personal Freedom

_____ 2. Equality

_____ 3. Efficiency

_____ 4. Dignity of Man

_____ 5. Worth of the Individual

_____ 6. Cultural Pluralism

_____ 7. Peace

_____ 8. Tolerance

_____ 9. Stability

_____ 10. Productivity

_____ 11. Justice

_____ 12. Creativity

_____ 13. Flexibility

_____ 14. Individual Initiative

_____ 15. Cooperation

TEST 11(E)

Values Related to Political and Economic Systems

Indicate how important you think each of the following values are to the ideology of CAPITALISM by using the following scale:

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

_____ 1. Personal Freedom

_____ 2. Equality

_____ 3. Efficiency

_____ 4. Dignity of Man

_____ 5. Worth of the Individual

_____ 6. Cultural Pluralism

_____ 7. Peace

_____ 8. Tolerance

_____ 9. Stability

_____ 10. Productivity

_____ 11. Justice

_____ 12. Creativity

_____ 13. Flexibility

_____ 14. Individual Initiative

_____ 15. Cooperation

TEST 11

INSTRUMENT DESCRIPTION

TITLE: Values Related to Political and Economic Systems

PURPOSE

1. To assess the students' personal position on certain values
2. To determine student perceptions regarding the importance of these values to four major ideologies

OBJECTIVES

Social Studies Curriculum Guide
Social Studies 30: Topic A
- Political and Economic Systems

Citizenship Objectives
Show concern for World, National, Provincial and Local Affairs

DESCRIPTION

Students are asked to respond to 15 values by indicating how important they perceive these values to be to:

Form A: The Student
Form B: Communism
Form C: Fascism
Form D: Socialism
Form E: Capitalism

A 5-point scale is used which ranges from "Not important at all" to "Very important"

SCORING -- INTERPRETING

Student profiles of each value may be worked out. Individual students may compare to see which ideology best matches their individual rating of these values.

TEST 12

How concerned are you with the following issues? Show your degree of concern by selecting the letter which best indicates your concern with each stated issue as follows:

A. Greatly concerned
B. Somewhat concerned
C. Very little concerned
D. Not concerned at all

1. Should Quebec be granted special status?

2. Can the earth support its growing population?

3. Should the wealthy provinces help the poor ones?

4. Should local government be responsible for providing local recreational facilities?

5. Should road improvement be paid for by local taxation?

6. Should NATO forces be strengthened?

7. Are Native Indian land claims justified?

8. Should Canada acquire nuclear arms?

9. Should the government subsidize housing for low-income people?

TEST 12

INSTRUMENT DESCRIPTION

TITLE: Awareness/Concern of Issues Questionnaire

PURPOSE

1. To indicate degree of concern students have with regard to several selected social issues
2. To establish the chief focus of student concern as: local, national, or global

OBJECTIVES

Social Studies Curriculum
Social Studies 30: Topic B
- Concern for National Welfare/Welfare of Mankind

Citizenship Objectives
Show concern for world, national, provincial and local affairs

DESCRIPTION

A 4-point scale of intensity of concern is applied to issues. The student indicates the degree of concern he or she has regarding these social issues.

SCORING -- INTERPRETING

The issues fall into three categories:

1.	Local	- housing - road improvement - provision of local recreational facilities
2.	National	- native Indian rights - national unity - regional disparity
3.	International	- nuclear disarmament - spread of communism - world food production

A comparison of total scores for each of the three areas will show whether students tend to be local, national or international in their outlook.

TEST 13

How much influence do you think the following have on decisions made by the Canadian government? Choose the letter which best expresses your beliefs.

A. Very much
B. Some
C. Very little
D. Not at all
E. I don't know

1. Wealthy People
2. Union Leaders
3. Foreign Governments
4. Newspaper Editors
5. Church Leaders
6. Poor People
7. Members of Parliament
8. Big Corporations
9. Military Officials
10. Radio and T.V. Commentators
11. Students
12. Public Opinion Polls
13. Courts
14. Organized Crime

TEST 13

INSTRUMENT DESCRIPTION

TITLE: Perceptions of Influence on Government Decision-Making

PURPOSE

To assess student perceptions concerning the extent to which certain individuals and/or groups influence government actions

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Devotion to Principle
- Should all citizens be required to take an active part in the political life of their community

Citizenship Objectives

Develop an awareness of and appreciation for Canada's political institutions

- Show an awareness of the role played by politicians and interest groups
- Be aware of the ways in which an individual can influence government

DESCRIPTION

Students are presented a list of 14 groups. Students are given a choice of five alternatives ranging from very much to not at all. An alternative of "I don't know" is provided where students feel that they just have not thought about the situation enough to select any of the other answers.

SCORING -- INTERPRETING

Assign numbers 5 to 1, giving 5 to "Very much" through the stages to 1 for "I don't know".

A high score for an item indicates that students feel that the group or individual has a strong influence on government decision-making. A low score indicates the students feel the individual or group has very little influence, or that students don't know.

TEST 14

For each statement below, indicate your beliefs by choosing the letter of the alternative which best expresses your views.

A. Strongly agree
B. Agree
C. Have no opinion
D. Disagree
E. Strongly disagree

1. Even though you agree with the expertise of a person, it is still necessary to seek out other points of view.

2. Since newspapers have spent time and money analyzing data on civic issues, it is not necessary for the reader to analyze the data.

3. After viewing an in-depth television documentary, one can feel confident in going along with its evaluation of the issue.

4. There is no point in trying to think of solutions to civic problems because they are too complicated.

5. It is important when studying civic problems to consider ethics as well as facts.

6. If a person has very strong feelings about an issue, it's not necessary to consider the facts of the case.

7. Once an issue is settled, it should be left alone because further inquiry just confuses the issue.

8. Experts can be relied upon to come up with the right answers.

TEST 14

INSTRUMENT DESCRIPTION

TITLE: Civic Decision-Making

PURPOSE

To assess student attitudes towards the importance of objective inquiry in decision-making on civic issues

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Devotion to Principle
- Should all citizens be required to take an active part in the political life of their community

Citizenship Objectives

Approach Decision-Making Rationally

- Accept responsibility for obtaining relevant information and alternative viewpoints about important civic issues
- Be willing to analyze and evaluate data pertinent to civic issues
- Justify decisions made about civic issues by applying moral and ethical principles

DESCRIPTION

Eight statements concerning one's approach to decision-making on civic issues are given. The student responds by using the Likert 5-point scale.

SCORING -- INTERPRETING

Number 1 and 5 should be scored on a scale of 5 to 1. Assign a 5 for strongly agree, and a 1 for strongly disagree.

Numbers 2, 3, 4, 6, 7 and 8 should be scored on a sliding scale of 1 to 5. Assign a 1 for strongly agree and a 5 for strongly disagree.

A high score indicates students believe that one should gather as much objective information as possible when inquiring into a civic issue.

TEST 15

Choose the answer that most closely reflects your point of view.

1. Municipal problems should be the concern of

   A. professional planners
   B. politicians
   C. individuals
   D. committees

2. Information on civic concerns is best obtained by

   A. relying on council members to send out material
   B. gathering details yourself
   C. listening to an expert
   D. watching local television

3. When studying civic issues in class, information is best obtained from

   A. teacher lectures
   B. individual library research
   C. community experts
   D. discussions with other students

4. When drawing conclusions on social issues one should base them on

   A. facts
   B. facts and opinions
   C. facts and values
   D. facts, opinions and values

5. The responsibility for students doing well in school lies mainly with the

   A. school
   B. teachers
   C. students
   D. parents

6. The responsibility for getting adequate information on voting issues lies mainly with

   A. elected politicians
   B. government employees
   C. citizens
   D. media

7. When considering a social issue an effective citizen should

   A. accept an expert's advice
   B. gather information for himself
   C. accept majority opinion
   D. oppose the majority on general principle

TEST 15

INSTRUMENT DESCRIPTION

TITLE: Decision-Making Style

PURPOSE

To assess the student opinions concerning personal responsibility for learning about issues

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- How should citizenship be defined for the remaining years of the 20th Century

Citizenship Objectives

Approach Decision-Making Rationally

- Accept responsibility for obtaining relevant information and alternative viewpoints about important civic issues

DESCRIPTION

This test consists of 7 multiple choice items designed to elicit a response concerning student approach to decision-making. It attempts to determine student preference for reliance on expert opinion or acceptance of personal responsibility.

SCORING -- INTERPRETING

Give the following items a +1 value: (Individual Responsibility)

1. C
2. B
3. B
4. D
5. C
6. C
7. B

Give the following items a -1 value: (Expert Opinion)

1. A
2. C
3. C
4. A
5. B
6. B
7. A

Total the scores for each student. This score gives some indication of the students' decision-making style.

TEST 16 (Form A)

Following is a list of 15 values. Your task is twofold. First indicate how important you think each of these is in Canadian society today (items 1 to 15). Second, indicate how important you think each of these values would be as guiding principles for solving world problems in the future (items 16 to 30). Use the following letters to indicate your response.

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

Importance in Canadian Society Today	Values	Importance in Meeting Future Problems
1. _____	1. Authority	16. _____
2. _____	2. Conservation	17. _____
3. _____	3. Cooperation	18. _____
4. _____	4. Creativity	19. _____
5. _____	5. Empathy	20. _____
6. _____	6. Equality	21. _____
7. _____	7. Flexibility	22. _____
8. _____	8. Individual Freedom	23. _____
9. _____	9. Industriousness	24. _____
10. _____	10. Loyalty	25. _____
11. _____	11. Morality	26. _____
12. _____	12. Productivity	27. _____
13. _____	13. Rationality	28. _____
14. _____	14. Survival	29. _____
15. _____	15. Tolerance	30. _____

TEST 16 (Form B-1)

Indicate how important you think each of the values listed in items 1 to 15 is in Canadian society today.

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

Values

1. Authority
2. Conservation
3. Cooperation
4. Creativity
5. Empathy
6. Equality
7. Flexibility
8. Individual Freedom
9. Industriousness
10. Loyalty
11. Morality
12. Productivity
13. Rationality
14. Survival
15. Tolerance

TEST 16 (Form B-2)

Indicate how important you think each of the values in items 1 to 15 would be as guiding principles for solving world problems in the future.

A. Not important at all
B. Not very important
C. I have no opinion
D. Important
E. Very important

Values

1. Authority
2. Conservation
3. Cooperation
4. Creativity
5. Empathy
6. Equality
7. Flexibility
8. Individual Freedom
9. Industriousness
10. Loyalty
11. Morality
12. Productivity
13. Rationality
14. Survival
15. Tolerance

TEST 16 (Form C-1)

The following list of 15 values are presented in alphabetical order. Rank order these values according to how important you believe them to be in Canadian society <u>today</u>. Number them 1 to 15 with 1 being the most important.

_____ Authority

_____ Conservative

_____ Cooperation

_____ Creativity

_____ Empathy

_____ Equality

_____ Flexibility

_____ Individual Freedom

_____ Industriousness

_____ Loyalty

_____ Morality

_____ Productivity

_____ Rationality

_____ Survival

_____ Tolerance

TEST 16 (Form C-2)

The following list of 15 values are presented in alphabetical order. Rank order these values according to how important you expect them to be in meeting world problems in the future.

_____ Authority

_____ Conservation

_____ Cooperation

_____ Creativity

_____ Empathy

_____ Equality

_____ Flexibility

_____ Individual Freedom

_____ Industriousness

_____ Loyalty

_____ Morality

_____ Productivity

_____ Rationality

_____ Survival

_____ Tolerance

TEST 16

INSTRUMENT DESCRIPTION

TITLE: Value Survey

PURPOSE

1. To determine students' present value priorities
2. To determine which values students consider to be useful in solving future problems
3. To discover the correlation between student preceptions of present values and future values

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic B

- Concern for National Welfare/Welfare of Mankind

Citizenship Objectives

Show concern for world, national, provincial and local affairs

DESCRIPTION

Student is asked to respond to 15 values from two different perspectives: present and future.

In forms A and B a five-point scale is used to determine the importance assigned to each value by the student from each of the two perspectives.

In form C the student determines the priority of values by rank ordering them.

SCORING -- INTERPRETING

Each value is scored independently to determine the student value priorities today and for the future.

In forms A and B a correlation between present and future values may be determined by comparing the relationship between the weights assigned to each.

In form C the weights may be established by comparing the ranked order of each value.

Close correlation reflects consistency of present values with those perceived to be important for the future. Divergent scores reflect anticipated value conflict between present values and those required in the future.

TEST 17 (Part A)

For each of the seven goals listed in items 1 to 7 indicate if you think that it is

A. A desirable goal
B. An undesirable goal

Goals

1. World disarmament _____
2. Production of enough food for mankind _____
3. Equal distribution of the earth's resources _____
4. Reliance on renewable energy forms _____
5. Pollution free methods of production _____
6. Effective world government _____
7. Zero population growth _____

TEST 17 (Part B)

For each of the seven goals listed in items 1 to 7 indicate the possibility and/or probability of their attainment. Choose the letter of the alternative below which best expresses your beliefs concerning the date by which each might be achieved.

A. Before the year 2000 A.D.
B. Between the years 2000 A.D. to 2100 A.D.
C. Between the years 2100 A.D. to 2200 A.D.
D. After the year 2200 A.D.
E. Never

Goals

1. World disarmament _____
2. Production of enough food for mankind _____
3. Equal distribution of the earth's resources _____
4. Reliance on renewable energy forms _____
5. Pollution free methods of production _____
6. Effective world government _____
7. Zero population growth _____

TEST 17

INSTRUMENT DESCRIPTION

TITLE: Global Issues Test

PURPOSE

1. To determine student concern about the desirability of resolving certain global issues
2. To reveal whether students are optimistic or pessimistic about the resolution of world issues

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic B

- Concern for National Welfare/Welfare of Mankind

Citizenship Objectives

Show concern for world affairs

DESCRIPTION

In Part A the student first rates seven objectives stated in global terms as desirable or undesirable. In Part B the student is asked to estimate the probable length of time required for the achievement of each.

SCORING -- INTERPRETING

Tally student responses on Part A of the test to determine whether students are desirous of the issues being resolved. This will reveal their concern. Compare these responses with those on Part B of the test to determine whether students are generally optimistic or pessimistic of issues being resolved.

TEST 18

How important do you think the following values are to the present functioning of Canada's Federal Cabinet?

Rank order them by numbering them 1 to 9, using number 1 to indicate the most important value.

_____ Authority

_____ Dedication

_____ Efficiency

_____ Equality

_____ Honesty

_____ Innovation

_____ Justice

_____ Stability

_____ Unity

TEST 18

INSTRUMENT DESCRIPTION

TITLE: Perceptions of Values Underlying Canadian Government

PURPOSE

To indicate student views of values underlying the functioning of Canadian Government

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic A

- Personal Freedom/Devotion to Principle

Citizenship Objectives

Develop an awareness of and appreciation for Canada's political institutions

DESCRIPTION

Nine values are rank-ordered in terms of student perceptions of the importance of these values to the Federal government.

SCORING -- INTERPRETING

Values perceived as important may be determined by calculating the total scores of ratings assigned by the class or classes.

TEST 19

For each statement below, indicate your beliefs by choosing the letter of the alternative which best expresses your views.

A. Strongly agree
B. Agree
C. Have no opinion
D. Disagree
E. Strongly disagree

1. The general welfare of all nations would be enhanced by greater sharing of secret military information.

2. Canada should withdraw from any military alliance that does not have benefit for Canada.

3. Canada should refuse to pay dues to world agencies if other nations default on their payments.

4. Assistance to any nation should be given irrespective of its ideology.

5. Territorial sovereignty over coastal water should be strictly enforced by Canada, regardless of consequences to other nations.

6. International scientific cooperation is desirable despite its cost to Canada.

7. It is acceptable for Canada to sell grain to countries of opposing ideologies.

8. It is desirable for Canada to share nuclear technology with any developing country requesting it.

9. Transportation of potentially dangerous materials by foreign nations over Canadian territory should be prohibited.

10. It would be desirable for the armed forces of all nations to be controlled by an international body.

11. Shipping of Canadian goods should be done by Canadian ships as much as possible.

12. National sporting events should receive priority over international participation in sports.

TEST 19

INSTRUMENT DESCRIPTION

TITLE: National/International Concern Scale

PURPOSE

To determine student preferences for nationalism and internationalism

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic B

- Nationalism/Welfare of Mankind

Citizenship Objectives

Show concern for world and national affairs

DESCRIPTION

Likert 5-point scale is employed

Twelve statements concerning nationalism and internationalism are given

SCORING -- INTERPRETING

Items 2, 3, 5, 9, 11 and 12 are written to favor nationalism.

Items 1, 4, 6, 7, 8 and 10 are written to favor internationalism.

Scoring is done by assigning values as follows: for items 2, 3, 5, 9, 11 and 12:

Strongly agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

For items 1, 4, 6, 7, 8 and 10, the reverse.

Scores between 49 and 60 reflect world-mindedness, in degree of intensity toward 60. Scores between 12 and 47 reflect nationalistic sentiments, in degree of intensity toward 12.

TEST 20

Political Decision-Making

1. The Prime Minister must decide whether or not to sell a nuclear reactor to another country. Which of the following should be the most important criterion in his decision?

   A. The government might make a profit on the sale.
   B. Such a sale would add to the prestige of the country.
   C. The sale would result in continuing good relations with the other country.
   D. The possibility that the reactor may be used for production of weapons of war.

2. The R.C.M.P. opens mail. Which consideration is the most important?

   A. national security
   B. right to privacy
   C. identification of criminals
   D. rightness or wrongness of the act

3. A federal politician has admitted to a moral indiscretion in his personal life. Which of the following criteria should be used to decide whether or not he should be asked to resign?

   A. His effectiveness as a politician.
   B. The size of majority that elected him.
   C. What public opinion polls say.
   D. The importance of morality in politics.

4. James Henry is running for office. A large cigarette corporation has offered him a considerable sum of money for his campaign and suggested they will expect special consideration. Which of the following factors is the most important reason for deciding whether or not to accept the money?

   A. The money is needed to get elected.
   B. Support from one powerful company will bring in others.
   C. His personal integrity might be compromised.
   D. Bad publicity might result if the public finds out.

5. The mayor of a large city embezzled funds. He was caught, tried and found guilty. Later, he decided to run for office again. Which of the following criteria is most important in deciding whether or not to vote for him again?

   A. He is a good administrator.
   B. He is a good public relations type.
   C. He seems to be basically dishonest.
   D. He was stupid enough to get caught.

6. Canada has been requested by the poorer countries in the Commonwealth to provide financial assistance so they can take part in the Commonwealth Games in Edmonton. Which of the following criterion do you think is the most important in deciding whether or not to assist them?

   A. It would strengthen competition.
   B. It is right to help others.
   C. Canada would gain prestige.
   D. The money will be spent in Canada.

TEST 20

INSTRUMENT DESCRIPTION

TITLE: Political Decision-Making Test

PURPOSE

To determine whether or not a student considers the morality of a situation when making a decision concerning that issue

OBJECTIVES

Citizenship Objectives

Approach Decision-Making Rationally

- Justify decisions made about civic issues by applying moral and ethical principles

DESCRIPTION

The test consists of six multiple-choice type items. Six situations are presented, based on events which have actually taken place in our political life. Students are presented with a range of solutions based on a wide range of moral and ethical considerations.

SCORING -- INTERPRETING

Assign one point to the following responses:

1. D
2. D
3. D
4. C
5. C
6. B

Total the number of times these items are selected.
The highest score would be the number of students x 6.
The lowest score would be the number of students x 0.

A high score indicates moral considerations are important in decision-making concerning civic issues.

TEST 21

For each statement below, indicate your beliefs by choosing the letter of the alternative which best expresses your views.

A. Desirable
B. Undesirable
C. It does not matter
D. It would depend

1. The bombing of civilian populations has become a part of modern day war.
2. In war, the side with the most advanced technology usually wins.
3. War often results from the desire for territorial acquisition.
4. Nations will sometimes go to war to uphold religious or racial identity.
5. Nations will sometimes go to war to establish racial equality.
6. Most world nations maintain professional standing armies.
7. Canada belongs to a number of military alliances.
8. In recent years, peace has been maintained largely as a result of a balance of nuclear power.
9. Military expenditures comprise a significantly large proportion of the budgets of industrialized nations.
10. Political decisions are sometimes influenced by the military-industrial complex.
11. Canada honors many war heroes.
12. The United States has recently developed the neutron bomb which kills people but does not destroy property.
13. Commands in the military, for the most part, are not to be questioned.
14. Missile delivery systems which are technologically fail safe are nevertheless subject to human judgment.
15. Some nations employ foreign professional soliders.
16. War toys are popular consumer products.
17. Chemical and biological warfare has, on various occasions, been condemned.
18. Environmental damage usually results from war.
19. Large quantities of essential resources are often used during war time.
20. Canada continues to pay war pensions from casualties and injuries of World War II.

TEST 21

INSTRUMENT DESCRIPTION

TITLE: International Conflict Questionnaire

PURPOSE

To determine student reaction to war activities

OBJECTIVES

Social Studies Curriculum

Social Studies 30: Topic B

- Patriotism/Reverence for Life

Citizenship Objectives

Show concern for world affairs

DESCRIPTION

Twenty statements concerning national and international activities which are related to war are presented to the student. The student indicates his reaction to each statement by using a modified Likert-type response.

SCORING -- INTERPRETING

Each item must be assessed independently to determine how students view each fact of war in terms of goodness or badness. Overall results may also indicate the feelings of students about war activity generally.

A comparison of "it would depend" with "desirable" and "undesirable" could be used to show whether students tend to be open-minded or closed-minded.

The number of times students checked "it does not matter" could show indifference or apathy.

TEST 22 (Form A)

Qualities of Political Leadership in Canada

Rate the following qualities according to how important you believe each to be for a political leader in Canada.

A. Very important
B. Important
C. I have no opinion
D. Not important
E. Not important at all

A political leader in Canada should be

1. Altruistic
2. Honest
3. Bilingual
4. Independent
5. Ambitious
6. Organized
7. Flexible
8. Thrifty
9. Persuasive
10. Dedicated
11. Principled
12. Intelligent
13. Moral
14. Innovative

TEST 22 (Form B)

Rank order the following qualities according to how important you believe each to be for a political leader in Canada. Number them 1 to 14 with 1 being the most important.

A political leader in Canada should be

_____ Altruistic

_____ Ambitious

_____ Bilingual

_____ Dedicated

_____ Flexible

_____ Honest

_____ Independent

_____ Innovative

_____ Intelligent

_____ Moral

_____ Organized

_____ Persuasive

_____ Principled

_____ Thrifty

Appendix 4

Affective Instruments Models
Grade 12 Level

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TEST 22

INSTRUMENT DESCRIPTION

TITLE: Qualities of Political Leadership in Canada

PURPOSE

To determine the qualities of political leadership which students feel are desirable

OBJECTIVES

Social Studies Curriculum Guide
Social Studies 30: Topic A
- Political Systems

Citizenship Objectives
- Develop an awareness of and appreciation for Canada's political institutions
- Show an awareness of the role played by politicians and interest groups

DESCRIPTION

Fourteen qualities of leadership are given. In Form A the student responds by employing a five-point scale which indicates his rating of the desirability of each quality for political leaders in Canada. In Form B the student is asked to tank order these qualities.

SCORING -- INTERPRETING

Form A: Assign a weighting to each alternative and calculate the totals assigned to each quality. The specific qualities perceived to be important to political leaders in Canada may then be determined.

Form B: Weights may be determined by the order in which these qualities have been ranked.

PREFACE

The instruments which make up this collection have been prepared as part of the MACOSA Social Studies Assessment Project. Together with the volume of Grade 12 affective instruments they are intended to provide examples of ways and means by which some previously untested areas of student achievement in the Social Studies may be assessed.

The instruments attempt to focus on the affective outcomes of citizenship education. They have been closely referenced to the 1978 Alberta Social Studies Curriculum: Interim Edition as well as the Goals of Basic Education for Alberta.

These instruments have not been field tested. As a result, the assumptions and premises underlying the construction of the items have not been verified. In their present form, these instruments are ready for the stage of development which would involve their field testing and piloting.

Ray Lopatka
Project Director

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LIST OF TESTS

TEST NUMBER	TITLE	NUMBER OF ITEMS	ITEM-TYPE
1.	Value Preference Survey	8	Rank Order
2.	Value Orientation Survey	8	Rank Order
3.	Value Survey (General)	70	Likert Five-Point Scale
4.	Survey of Family Life Values	26	Likert Five-Point Scale
5.	Meeting Needs Through Government: Questionnaire	42	Three Alternatives
6.	Perceptions of Different Levels of Governments	60	Semantic Differential
7.	Acceptance/Rejection of Rules (Scale)		
	Form A: Student	27	Likert Five-Point Scale
	Form B: Parent	27	Likert Five-Point Scale
	Form C: Principal	27	Likert Five-Point Scale
8.	Moral Orientation to Rules (Survey)	9	Multiple-Choice

TEST 1

For each of the statements below select THREE choices in order of their importance to you.

1. When people think about me, I would like them to think that I am

1. _____	A. able to work by myself
2. _____	B. honest
3. _____	C. responsible
	D. sure of myself
	E. able to control myself
	F. hard working

2. The most important values my family has given me are

1. _____	A. kindness
2. _____	B. loyalty
3. _____	C. responsibility
	D. cooperation
	E. respect
	F. love

3. When I think about the needs of other people, I think that others need to feel that

1. _____	A. they belong
2. _____	B. other people love them
3. _____	C. people understand
	D. they are not afraid
	E. other people think they are important
	F. other people are nice to them

4. When people make laws for others they are concerned about

1. _____	A. justice
2. _____	B. freedom
3. _____	C. cooperation
	D. authority
	E. peace
	F. tolerance

5. People who contribute the most to Canadian government generally place much importance on

1. _____	A. tolerance
2. _____	B. influence
3. _____	C. fair play
	D. justice
	E. freedom
	F. cooperation

6. To be able to participate in community activities one must

1. _____	A. take the lead
2. _____	B. want to succeed
3. _____	C. be devoted
	D. be commited
	E. have influence
	F. be dedicated

7. The most important requirements for developing an appreciation for natural resources are

1. _____	A. thrift
2. _____	B. conservation
3. _____	C. respect
	D. beauty
	E. pleasure

8. In order for me to make any type of decision, I must have

1. _____	A. logic
2. _____	B. reason
3. _____	C. adaptability
	D. responsibility
	E. wisdom
	F. creativity

TEST 1

INSTRUMENT DESCRIPTION

TITLE: Value Preference Survey

PURPOSE

To determine the values that students perceive as important from the 8 citizenship goal areas

OBJECTIVES

Citizenship Objectives
8 goal areas

DESCRIPTION

Each item is based on a goal area and the values related to that area. Each goal area is represented in this assessment instrument. Each item requires the testee to rank order 3 of the "most important" values out of 6 possible values. The values are taken from the right-hand column of the Citizenship Objectives.

Item Number	Goal Area
1.	Self
2.	Others - Family
3.	Others - In General
4.	Laws - Others
5.	Nation - Canada
6.	Nation - Civic Affairs
7.	World - Natural Resources
8.	Decision-Making

SCORING -- INTERPRETING

By responding to the items on this instrument, students will have opportunity to choose between values within the same goal area. We probably will be able to infer, from students' responses whether they prefer (see Question #1) independence over responsibility; confidence over self-control; etc. This assessment instrument should offer generally valid scores since the students are asked to choose between choices that are generally positive in nature.

TEST 2

Below are eight statements about Canadian government. Number the statements in order of importance to you. For example, by the statement that is most important to you put a number 1, the next most important statement would rate a 2. Complete all eight statements.

___ A stable government in Canada will make it more possible for me to have a better life.

___ Good local communities depend upon strong Canadian government.

___ Good Canadian government makes for a strong Canadian society.

___ The stronger the Canadian government is, the more influence Canada can have in world affairs.

___ I depend on the Canadian government for many goods and services.

___ In order to run smoothly, the federal government must understand the needs and wants of the community.

___ All provinces in Canada have a strong commitment to see that the federal government is run well.

___ It's important for all people in the world to understand the workings of the governments of different countries.

TEST 2

INSTRUMENT DESCRIPTION

TITLE: Value Orientation Survey

PURPOSE

To determine the focus of students' value orientation

OBJECTIVES

Supplemental to Citizenship Objectives and the Social Studies Curriculum Guide

DESCRIPTION

Rank ordering of eight statements in order of importance to the respondent. Statements reflect the following focus of values:

Self -- I
Others -- Community
Nation -- Canada
World -- World

The specific value orientation represented by each statement is as follows:

Statements	Value Orientation
1 & 5	Self
2 & 6	Other
3 & 7	Nation
4 & 8	World

SCORING -- INTERPRETING

If, for example, a student chooses the following ranking:

A.
1 Self (#1 and #5)
6
5
Other (#6 and #2)
3
2
Nation (#7 and #3)
4
7
World (#4 and #8)
8

We might be safe in suggesting that the student is generally self-oriented. He has chosen #1 and #5 (statements that deal with his relationship to the federal government.) Obviously, rankings on this instrument would be more powerful if they correspond to other assessment instruments. (We suggest that this instrument be administered with other batteries measuring the same value orientations [self, other, nation, and world]).

We might also suggest, looking at the ranking A (above) that this student is other-oriented more than nation-oriented and is nation-oriented more than world-oriented. Again, the instrument could suggest more powerful inference when used with other assessment instruments measuring the same value orientations (self, others, nation, world.)

TEST 3

GENERAL DIRECTIONS

Read each of the main questions carefully. Then you will find other statements that will determine what you may think and feel about the main question. Work through all of the numbered statements. Select the letter which most accurately expresses your feelings for each of the statements given as

A. Not important at all
B. Not that important
C. I have no opinion
D. Important
E. Very important

If you want to change an answer, be sure to erase the old mark completely. Respond to all of the statements.

I. When a student moves into our school, why is it important for me to help this new student get along with others?

1. Students should be responsible for each other.
2. The student might be someone who could help me be a better student.
3. Helping the new student will make him feel that he belongs.
4. It will help the new student feel more secure if other students get along with him.
5. The new student will think I am nice.
6. It will make me feel good to help a new student.
7. It will help the school run smoother if everyone gets along.
8. If a new student gets along with others in the school, it will help him do better work.
9. The more people I have for friends, the better off I'll be.
10. Helping a new student will help me because it will make the class run better.

II. Why do parents in most families make rules that children must follow?

11. If there is only one set of rules there will be less arguing.
12. Children develop responsibility by making their own rules.
13. It never allows children to accomplish what they want on their own.
14. Children develop independence by accepting family responsibilities.
15. Children lose freedom when they must follow parents' rules.
16. It helps the family accomplish more.
17. Children should accept the authority of their parents.
18. Parents should accept the fact that children can make their own rules.
19. Children should be loyal to their parents' wishes.
20. Children who don't make their own rules lose ambition.

III. Pollution is a problem that society faces today. Why should pollution be stopped?

21. All countries are responsible for seeing that pollution is controlled.

22. Canadians would live more comfortably when they get rid of their pollution.

23. Canada's image depends on how clean our country is.

24. The survival of the earth depends upon everyone cleaning up his environment.

25. Canada would be able to accomplish more in the world if it didn't have to worry about other people's pollution.

26. Citizens of Canada are responsible for seeing that Canada is kept clean.

27. It's only right that all countries should be concerned and try to influence each other to clean up their pollution.

28. Nations working together to fight pollution will help ensure world peace.

29. If Canada remains attractive, we can earn more money from tourism.

30. Pollution prevents people in the world from enjoying a comfortable life.

IV. Why is it important that all citizens in Canada work together to help solve problems?

31. It will make me stronger as an individual if citizens can solve problems.

32. If everyone in the world learned to work together, the world would be a better and happier place in which to live.

33. When citizens of Canada work together, it will help keep our country unified.

34. In our community, we can all benefit when problems are solved.

35. It makes me feel happy when I work with other people.

36. The existence of the world depends upon people working together.

37. Working together shows a dedication to keeping Canada strong.

38. When a group works together to solve problems, the people in that group get along better.

39. Good Canadian citizens always help their country when they are needed.

40. When people work together they can learn that others may have the same problems that they do.

41. If I work hard with others I will have a more comfortable life.

42. The only way to make sure that people all over the world respect and understand each other is to work together.

43. People will respect me more if I work with others to solve problems.

44. If all countries in the world work together, countries with less can improve their standard of living.

45. People working together can produce more for each other.

46. Canada can be a richer country if all its citizens work together.

47. If I offer leadership and ideas to the group, the group will work better.

48. When countries work together there will be a greater equality.

49. In Canada, groups making laws can do a better job if groups work together.

50. When people work together in a group the group becomes more powerful.

V. Why should each person try to understand himself better?

51. It is important that Canadians understand what their duties are as good citizens.

52. The world needs people who can understand their abilities to solve world problems.

53. When I know what I want out of life, I can get more done.

54. Once I learn to understand myself, I can help other people more.

55. Once I understand myself, I can be more of an individual.

56. Nations who understand each other are more likely to be devoted to a common cause.

57. Canada can be a better country when it learns about it's art, music and literature.

58. Groups of people, who understand themselves, are happier.

59. If I understand myself, my friends will accept me better.

60. If I understand my skills, I will be able to get a better job.

61. When people understand each other, they can be better friends.

62. International human rights depend on respect among people.

63. Canada can have a better standard of living if everyone knows his place.

64. People can do better work to help each other by knowing their abilities.

65. People who understand themselves can accept the customs of different groups of Canadians better.

66. When people of all nations understand each other, it is possible to make large gains in the technology of the world.

67. If I understand myself, I feel more free.

68. It is important for citizens to understand how the laws of Canada affect them.

69. Groups who work together and understand their purposes can influence people better.

70. The well-being and future of our planet depends upon people from all nations understanding each other.

TEST 3

INSTRUMENT DESCRIPTION

TITLE: Value Survey (General)

PURPOSE

The test is designed to obtain feedback according to the following three dimensions

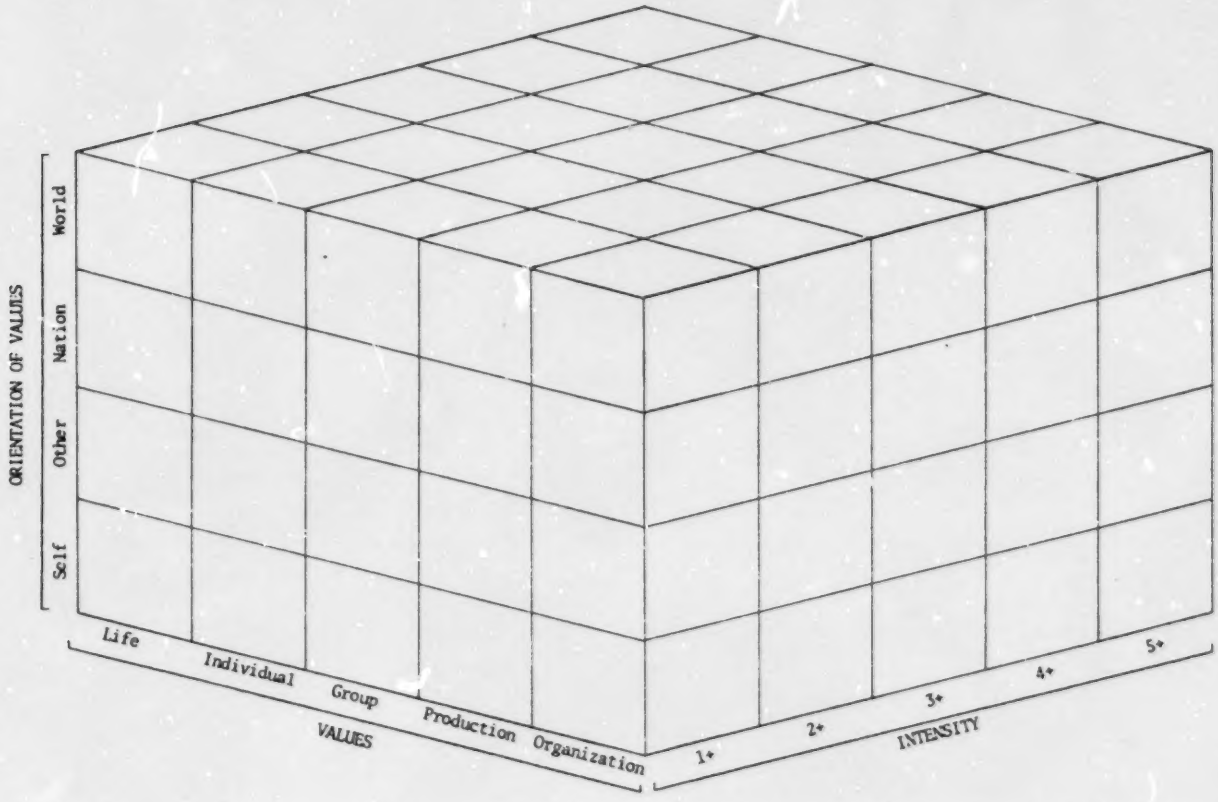
1. Intensity - reaction to statements according to 5-point scale.
2. Values - cross-referencing various values in each goal area with one another.
3. Value Orientation - cross-referencing value orientations (self, others', nation, world) in each section with one another.

OBJECTIVES

All goal areas of Citizenship Objectives

DESCRIPTION

The three dimensions of this test may be seen in the following diagram:



Further description of each dimension:

1. Intensity - Scale-intensity of feelings when responding to each statement.

   A. Not important at all
   B. Not that important
   C. I have no opinion
   D. Important
   E. Very important

   Number one of scale should be on left-hand side of scale.

2. Values - The source of the values used in the construction of this instrument is the Value Classification Chart (see appended copy). All of the four major value areas have been covered. In addition, the specific values used in the test items have been cross-referenced.

3. Value-Orientations - In Parts I and II the value orientations are self and others. In Part III the value orientations are nation and world. In Parts IV and V the value orientations combine self, others, nation and world.

Cross Reference Chart - How Values and Value Orientations are related to questions in each part of assessment.

CROSS REFERENCE CHART

Section	Item	Value Orientation	Value Classification	Specific Value
Part I	1.	others	individual	responsibility
	2.	self	life	accomplishment
	3.	others	group	belonging
	4.	others	life	security
	5.	self	group	kindness
	6.	self	individual	self-esteem
	7.	others	organization	order
	8.	others	production	skill
	9.	self	production	ambition
	10.	self	organization	order
Part II	11.	others	production	stability
	12.	self	individual	responsibility
	13.	self	life	accomplishment
	14.	others	individual	independence
	15.	self	organization	freedom
	16.	others	life	accomplishment

Section	Item	Value Orientation	Value Classification	Specific Value
Part II	17.	others	organization	authority
	18.	self	group	tolerance
	19.	others	group	loyalty
	20.	self	production	ambition
Part III	21.	world	individual	responsibility
	22.	nation	production	comfortable life
	23.	nation	group	esteem
	24.	world	life	survival
	25.	nation	life	accomplishment
	26.	nation	individual	responsibility
	27.	world	organization	influence
	28.	world	group	cooperation
	29.	nation	production	wealth
	30.	world	production	comfortable life
Part IV	31.	self	life	strength
	32.	world	individual	happiness
	33.	nation	life	existence
	34.	others	life	accomplishment
	35.	self	individual	happiness
	36.	world	life	existence
	37.	nation	individual	dedication
	38.	others	individual	devotion
	39.	nation	group	loyalty
	40.	others	group	empathy
	41.	self	production	comfortable life
	42.	world	group	cooperation
	43.	self	group	belonging
	44.	world	production	prosperity
	45.	others	production	productivity
	46.	nation	production	wealth
	47.	self	organization	order
	48.	world	organization	equality
	49.	nation	organization	order
	50.	others	organization	influence

Section	Item	Value Orientation	Value Classification	Specific Value
Part V	51.	nation	individual	responsibility
	52.	world	life	survival
	53.	self	life	accomplishment
	54.	others	life	accomplishment
	55.	self	individual	individuality
	56.	world	individual	commitment
	57.	nation	individual	creativity
	58.	others	individual	happiness
	59.	self	group	belonging
	60.	self	production	prosperity
	61.	other	group	cooperation
	62.	world	group	harmony
	63.	nation	production	prosperity
	64.	others	production	skill
	65.	nation	group	tolerance
	66.	world	production	prosperity
	67.	self	organization	freedom
	68.	nation	organization	justice
	69.	others	organization	influence
	70.	world	organization	stability

Explanation of Tables

Table 1 - Shows the possible index for all questions asked -- Parts I through V. Each question on any of these parts fits one of the blocks of the table.

Table 2 - Shows questions on each part I through V that deal with Life values.

Table 3 - Shows questions that deal with Individual or Self-fulfillment values.

Table 4 - Shows questions that deal with Group values.

Table 5 - Shows questions that deal with Production values.

Table 6 - Shows questions that deal with Organizational values.

Table 7 - Shows, through each part of the assessment instrument, the questions that isolate the 4 value orientations.

TABLE 1

	LIFE VALUES	INDIVIDUAL VALUES	GROUP VALUES	PRODUCTION	ORGANIZATIONAL
SELF	self - life	self - individual and self-fulfillment	self - group	self - production	self - organizational
OTHERS	others - life	others - individual and self-fulfillment	others - group	others - production	others - organizational
NATION	nation - life	nation - individual and self-fulfillment	nation - group	nation - production	nation - organizational
WORLD	world - life	world - individual	world - group	world - production	world - organizational

TABLE 2

ITEMS DEALING WITH LIFE VALUES

	TEST SECTIONS					TOTAL NUMBER OF ITEMS
	I	II	III	IV	V	
self - life	2	13		31	53	4
others - life	4	16		34	54	4
nation - life			25	33	51	3
world - life			24	36	52	3
TOTAL	2	2	2	4	4	14

TABLE 3

ITEMS DEALING WITH INDIVIDUAL OR SELF-FULFILLMENT VALUES

	TEST SECTIONS					TOTAL NUMBER OF ITEMS
	I	II	III	IV	V	
self - individual self-fulfillment	6	12		35	55	4
others - individual self-fulfillment	1	14		38	58	4
nation - individual self-fulfillment			26	37	57	3
world - individual self-fulfillment			21	32	56	3
TOTAL	2	2	2	4	4	14

TABLE 4

ITEMS DEALING WITH GROUP VALUES

	TEST SECTIONS					TOTAL NUMBER OF ITEMS
	I	II	III	IV	V	
self - group	5	18		43	59	4
others - group	3	19		40	61	4
nation - group			23	39	65	3
world - group			28	42	62	3
TOTAL	2	2	2	4	4	14

TABLE 5

ITEMS DEALING WITH PRODUCTION VALUES

	TEST SECTIONS					TOTAL NUMBER OF ITEMS
	I	II	III	IV	V	
self - production	9	20		41	60	4
others - production	8	11		45	64	4
nation - production			29	46	63	3
world - production			30	44	66	3
TOTAL	2	2	2	4	4	14

TABLE 6

ITEMS DEALING WITH ORGANIZATIONAL VALUES

	TEST SECTIONS					TOTAL NUMBER OF ITEMS
	I	II	III	IV	V	
self - organizational	10	15		47	67	4
others - organizational	7	17		50	69	4
nation - organizational			22	49	68	3
world - organizational			27	48	70	3
TOTAL	2	2	2	4	4	14

TABLE 7

VALUE ORIENTATIONS OF ITEMS

	SELF	OTHERS	NATION	WORLD
PART I	2,5,6,9,10	1,3,4,7,8		
PART II	12,13,15,18,20	11,14,16,17,19		
PART III			22,23,25,26,29	21,24,27,28,30
PART IV	31,35,41,43,47	34,38,40,45,50	33,37,39,46,49	32,36,42,44,48
PART V	53,55,59,60,67	54,58,61,64,69	51,57,63,65,68	52,56,62,66,70

INTERPRETATION OF RESULTS

This assessment instrument might show students preference for values on two scales. The first scale measures preference on Life, Individual or Self-fulfillment, Group, Production, and Organization. The second scale measures preference towards values of Self, Others, Nation, and/or World-mindedness. Each one of these value preferences is measured by an intensity scale of 1 to 5.

VALUES CLASSIFICATION CHART

(Prepared by R. Lopatka)

CLASSIFICATION	FOCUS	VALUE OBJECTS	VALUES	COMMONLY STATED VALUES	REWARDS
LIFE VALUES	Biological (Man as a physiological being) Organismic Physiological Needs	Life Health Food Clothing Shelter Sex	Existence Survival Security	Sanctity of Life Respect for Life Reverence for Life Thou shalt not kill "Safety needs" - Maslow	Health Long Life Comfortable Life Well-being
	Natural Endowments	Physical Strength Emotional Strength Talents and Skills Physical beauty	Strength Accomplishment		
INDIVIDUAL VALUES	Psychological Man as an individual (Self-related values)	Identity – self-realization – self-awareness	Individuality	Worth and dignity of individual man	Individual Worth
	Development of Self	Self-concept	Self-esteem Inner Harmony	Self-respect Sense of well-being The well-adjusted man	Personal Worth Self-adjusted individual
		Personal Development	Independence Initiative Honesty Integrity Responsibility	Autonomy Self-direction	Self-Integrity
	Quest for Meaning Self-Actualization				
	Intellectual Man	Truth Knowledge	Wisdom Logic Reason	Learning Pursuit of Knowledge	Scholarly Life
	Aesthetic Man	Arts - Music Art Sculpture Literature	Creativity Beauty	Harmony - Balance Unity - Form	"Works" of Art Masterpieces
	Spiritual Man	Religion God	Salvation Devotion	Seek God Trust in God	Spiritual Life
	Ideological Man	Ideology	Commitment Dedication	Devotion to a Cause	
	Sensual Man	Self-gratification	Pleasure Happiness Excitement		Satisfaction

CLASSIFICATION	FOCUS	VALUE OBJECTS	VALUES	COMMONLY STATED VALUES	REWARDS
GROUP VALUES	Sociological (Man as group member) Reference Groups — Primary	Family Home Friends	Belonging (acceptance) Love (affection) Kindness Loyalty	Need to belong Need for intimacy "Love needs" - Maslow Sharing, Openness, Trust, Support Dependability	Respect Honor Glory Fame
		Status	Esteem	Recognition	Respect
	— Secondary	Ethnic Group Nation Race	Tolerance Empathy Harmony	Cultural Pluralism Universal Human Rights	Dignity Patriotism
	World Citizenship Humanitarianism Idealized "other"	Human Race Humanity	Cooperation Compassion Peace Dignity	Brotherhood of Man Global Village International Human Rights Peace, Understanding and Respect between peoples.	International Community
PRODUCTION VALUES	Economic (Man as producer)	Work (Career)	Productivity Industry	The dignity of Work Protestant Work Ethic	Goods and Services
		Individual Initiative	Ambition	Need to achieve	
		Craftsmanship	Skill (Competence)		Finely crafted work
		Technology	Efficiency		Labour-Saving Devices
		Standard of Living Private Property Money	Comfortable Life Wealth Prosperity	Property rights Affluence (Abundance)	Material Wealth Fortune
		Profit		Profit Motive	
ORGANIZATIONAL VALUES	Political (Man a Policy Maker)	Government	Stability Order	Community Well-being Public Safety	Organization
		Law Power	Justice Authority Influence	Due Process	Just Laws Prestige
		Citizenship Leadership	Fair-Play		
		Civil Liberties	Freedom Equality	Civil Rights Equal Representation	Democracy
				Democratic Values	

TEST 4

Following are some things that are said about how one should behave in the family. You may agree with some statements, but disagree with others. Indicate your reaction to each statement by choosing the letter which most accurately expresses your views.

A. Strongly disagree
B. Disagree
C. No opinion
D. Agree
E. Strongly agree

1. No matter what disagreements I may have with my family members, I should still be kind to them.

2. Tasks around the home should be shared equally by family members who are old enough.

3. Happenings in the home that are considered confidential should not be discussed in public.

4. I should defend my family no matter what people say about them.

5. I should be willing to share family responsibilities.

6. If I have an argument with other family members, I should stand up for my rights.

7. I should wait until my parents ask me to help with tasks around the home.

8. I should let family members settle their own problems.

9. I should decide for myself when it's time to do my homework.

10. If my parents ask me to help around the home, I should stop playing with my friend(s).

11. When my parents are talking, it's alright to interrupt them if I have something more important to say.

12. I should avoid talking back to my parents.

13. I should not have to help with any tasks around the home.

14. If I am playing with my friend, my parents should not interrupt.

15. I should consider the feelings of other family members.

16. It is wise to say I didn't do something wrong, when I know I did if it will keep me out of trouble.

17. It's alright to tell my friends things about my family that are considered private.

18. If a family member is upset about something, I should try to cheer him up.

19. If I become angry, it's alright to shout at other family members.

20. I should avoid arguing with family members.

21. If I do something wrong, I should admit it.

22. I should be proud of my family.

23. Family problems should be solved by adult family members.

24. I should try to see the viewpoint of other family members before making judgments.

25. It's alright to cheat in a game with my family, to be sure I win.

26. All family members should participate in making family decisions.

TEST 4

INSTRUMENT DESCRIPTION

TITLE: Family Life Values

PURPOSE

To determine the values students hold regarding the role of the individual in the family as a social organization

OBJECTIVES

Social Studies Curriculum

Grade 6: Topic C

- Loyalty/Self-Esteem

Citizenship Objectives

Develop an appreciation for the role of the family in society

- Willingness to participate in family responsibilities
- Accept responsibility for providing material and moral support to the family

DESCRIPTION

Twenty-five statements are given concerning the individual's role in the family. The student responds using a Likert 5-point scale.

SCORING -- INTERPRETING

The intensities of responses may be used to indicate the relative importance of the following family values.

Items 1 and 19	--	Kindness
Items 3 and 17	--	Loyalty
Items 16 and 21	--	Integrity
Items 5 and 13	--	Responsibility
Items 7 and 9	--	Initiative
Item 24	--	Empathy
Items 10 and 14	--	Cooperation
Items 11 and 12	--	Respect
Items 15 and 18	--	Compassion
Items 8 and 23	--	Harmony
Items 6 and 20	--	Peace
Items 4 and 22	--	Dignity
Item 25	--	Fair Play
Items 2 and 26	--	Equality
Item 23	--	Authority

TEST 5

Indicate whose responsibility you think it should be to provide for each need listed below.

A. The government's responsibility
B. The individual's responsibility
C. No opinion

1. Make laws.
2. Enforce laws.
3. Make people obey the laws.
4. Provide for your schooling.
5. Build and operate schools, colleges and universities.
6. Provide health care.
7. Build and operate hospitals, clinics, and nursing homes.
8. Give money to people who have no jobs.
9. Provide financial assistance to the injured and handicapped.
10. Support handicapped and elderly people.
11. Protect property.
12. Protect the rights of all people.
13. Have armies to protect the country.
14. Set minimum wages.
15. Set standards for quality of products.
16. Provide air, land and sea transportation.
17. Operate busses, ambulances and other transportation services.
18. Set up controls and regulations for transportation.
19. Operate radio and TV stations.
20. Provide telephone and telecommunications services.
21. Provide mail service.
22. Decide how many US television programs may be seen in Canada.
23. Own the natural resources in a country.

24. Develop natural resources.

25. Set up plants to produce manufactured materials.

26. Control the use of refined or manufactured materials.

27. Give money to support athletes and athletic events.

28. Support symphony orchestras, theatres, museums and libraries.

29. Give money to ethnic groups (French, Indian and/or Ukrainian) to promote their culture.

30. Give money to car companies to set up factories in the country.

31. Control the production and use of energy resources.

32. Set the price of agricultural products.

33. Control inflation.

34. Censor movies and set age restrictions for viewing.

35. Set age limits at which people will be allowed to drink liquor.

36. Have a set time for children to be off the streets.

37. Have prisons in which to place the people who break the law(s).

38. Put to death those persons guilty of serious crimes.

39. Not allow people to use such drugs as marijuana, hashish, or cocaine.

40. Encourage and support the physical fitness of the people.

41. Collect enough taxes to run the country.

42. Build roads.

TEST 5

INSTRUMENT DESCRIPTION

TITLE: Meeting Needs Through Government: Questionnaire

PURPOSE

To determine student attitudes concerning:

1. Areas of acceptable government responsibility in meeting peoples' needs
2. Areas in which individual citizens should assume personal control for their own welfare

OBJECTIVES

Social Studies Curriculum Guide
Grade 6: Topic C
- Meeting Needs Through Government

DESCRIPTION

Forty-two needs are listed to which the student responds by selecting one of three choices: "Government responsibility", "Individual responsibility", "I have no opinion".

SCORING -- INTERPRETING

The intent of this instrument is to map out those areas which students perceive to be the responsibility of individuals and/or governments.

Areas of government responsibilities may be determined according to the following classification of items:

Areas	Items
General Functions	1, 2, 3
Education	4, 5
Health	6, 7
Welfare	8, 9, 10
Police and Protection	11, 12, 13, 37, 38
Labour	14, 15
Transportation	16, 17, 18, 42
Communication	19, 20, 21, 22
Industry	23, 24, 25, 26
Culture and Recreation	27, 28, 29, 30, 40
Controls	
- Banking and Commerce	31, 32, 33, 41
- Citizens' Behavior	34, 35, 36, 39

TEST 6

PERCEPTIONS OF DIFFERENT LEVELS OF GOVERNMENT

DIRECTIONS

The questions on the following pages contain some words and phrases that could describe your local, provincial and federal governments. There are spaces, lettered "a" through "e", between words or phrases with opposite meanings. Mark the letter that best describes YOUR feelings about each. The example below illustrates how to answer these questions.

EXAMPLE

If you think your local government IS VERY ORGANIZED, mark the letter "e".

disorganized	___	___	___	___	✓	organized
	a	b	c	d	e	

If you think your local government IS ORGANIZED, mark the letter "d".

disorganized	___	___	___	✓	___	organized
	a	b	c	d	e	

If you have NO OPINION about the organization of your local government, mark the letter "c".

disorganized	___	___	✓	___	___	organized
	a	b	c	d	e	

If you think your local government IS NOT VERY ORGANIZED, mark the letter "b".

disorganized	___	✓	___	___	___	organized
	a	b	c	d	e	

If you think your local government IS DISORGANIZED, mark the letter "a".

disorganized	✓	___	___	___	___	organized
	a	b	c	d	e	

Please answer <u>all</u> questions.

I. WHAT ARE YOUR OPINIONS ABOUT YOUR LOCAL COUNCIL?

1.	disorganized	a	b	c	d	e	organized
2.	uncooperative	a	b	c	d	e	cooperative
3.	not interested in the concerns of citizens	a	b	c	d	e	interested in the concerns of citizens
4.	does not use time wisely	a	b	c	d	e	uses time wisely
5.	untrustworthy	a	b	c	d	e	trustworthy
6.	does not spend money wisely	a	b	c	d	e	spends money wisely
7.	not powerful	a	b	c	d	e	powerful
8.	does not consider all citizens equal	a	b	c	d	e	considers all citizens equal
9.	does not seek advice from citizens	a	b	c	d	e	seeks advice from citizens
10.	does not keep election promises	a	b	c	d	e	keeps election promises
11.	members do things for personal benefit	a	b	c	d	e	members do things for the good of all citizens
12.	closed to public opinion	a	b	c	d	e	open to public opinion
13.	members run for office for personal gain	a	b	c	d	e	members run for office to serve the people
14.	does not run smoothly	a	b	c	d	e	runs smoothly
15.	listens only to citizens who complain bitterly	a	b	c	d	e	listens to <u>all</u> citizens
16.	does not do a good job	a	b	c	d	e	does a good job
17.	does not help people	a	b	c	d	e	helps people
18.	makes poor decisions	a	b	c	d	e	makes good decisions

19.	does not keep citizens informed	a	b	c	d	e	keeps citizens informed
20.	does not communicate with other levels of government	a	b	c	d	e	communicates with other levels of government

II. WHAT ARE YOUR OPINIONS ABOUT YOUR PROVINCIAL GOVERNMENT?

21.	disorganized	a	b	c	d	e	organized
22.	uncooperative	a	b	c	d	e	cooperative
23.	not interested in the concerns of citizens	a	b	c	d	e	interested in the concerns of citizens
24.	does not use time wisely	a	b	c	d	e	uses time wisely
25.	untrustworthy	a	b	c	d	e	trustworthy
26.	does not spend money wisely	a	b	c	d	e	spends money wisely
27.	not powerful	a	b	c	d	e	powerful
28.	does not consider all citizens equal	a	b	c	d	e	considers all citizens equal
29.	does not seek advice from citizens	a	b	c	d	e	seeks advice from citizens
30.	does not keep election promises	a	b	c	d	e	keeps election promises
31.	members do things for personal benefit	a	b	c	d	e	members do things for the good of all citizens
32.	closed to public opinion	a	b	c	d	e	open to public opinion
33.	members run for office for personal gain	a	b	c	d	e	members run for office to serve the people
34.	does not run smoothly	a	b	c	d	e	runs smoothly
35.	listens only to citizens who complain bitterly	a	b	c	d	e	listens to <u>all</u> citizens

36.	does not do a good job	a	b	c	d	e	does a good job
37.	does not help people	a	b	c	d	e	helps people
38.	makes poor decisions	a	b	c	d	e	makes good decisions
39.	does not keep citizens informed	a	b	c	d	e	keeps citizens informed
40.	does not communicate with other levels of government	a	b	c	d	e	communicates with other levels of government

III. WHAT ARE YOUR OPINIONS ABOUT YOUR FEDERAL GOVERNMENT?

41.	disorganized	a	b	c	d	e	organized
42.	uncooperative	a	b	c	d	e	cooperative
43.	not interested in the concerns of citizens	a	b	c	d	e	interested in the concerns of citizens
44.	does not use time wisely	a	b	c	d	e	uses time wisely
45.	untrustworthy	a	b	c	d	e	trustworthy
46.	does not spend money wisely	a	b	c	d	e	spends money wisely
47.	not powerful	a	b	c	d	e	powerful
48.	does not consider all citizens equal	a	b	c	d	e	considers all citizens equal
49.	does not seek advice from citizens	a	b	c	d	e	seeks advice from citizens
50.	does not keep election promises	a	b	c	d	e	keeps election promises
51.	members do things for personal benefit	a	b	c	d	e	members do things for the good of all citizens
52.	closed to public opinion	a	b	c	d	e	open to public opinion

53.	members run for office for personal gain	a	b	c	d	e	members run for office to serve the people
54.	does not run smoothly	a	b	c	d	e	runs smoothly
55.	listens only to citizens who complain bitterly	a	b	c	d	e	listens to <u>all</u> citizens
56.	does not do a good job	a	b	c	d	e	does a good job
57.	does not help people	a	b	c	d	e	helps people
58.	makes poor decisions	a	b	c	d	e	makes good decisions
59.	does not keep citizens informed	a	b	c	d	e	keeps citizens informed
60.	does not communicate with other levels of government	a	b	c	d	e	communicates with other levels of government

TEST 6

INSTRUMENT DESCRIPTION

TITLE: Perceptions of Different Levels of Government

OBJECTIVES

Social Studies Curriculum Guide
Grade 6: Topic C
- Meeting Needs Through Government

DESCRIPTION

A semantic - differential type of test which is intended to map out attitudes of students to the three levels of government.
- Local
- Provincial
- Federal

The sets of items for each level are identical

SCORING -- INTERPRETING

The values related to the different items are indicated in the following table:

Values	Local Government	Provincial Government	Federal Government
efficiency	1,4,14	21,24,34	41,44,54
cooperation	2	22	42
commitment	3	23	43
trust	5	25	45
authority	7	27	47
equality	8	28	48
truthfulness	10	30	50
altruism	11,13,17	31,33,37	51,53,37
fair play	15	35	55
effectiveness	16,18	36,38	56,58
democracy*	9,12,19,20	29,32,39,40	49,52,59,60

*This category represents a cluster of democratic values - respect, equality, acceptance, tolerance, consideration.

TEST 7 (FORM A)

Richlea Elementary School was noted as having the following list of rules. If you were a STUDENT attending this school, indicate YOUR reaction to each rule by marking the letter of the view which most accurately expresses your beliefs.

A. This rule should never be obeyed.
B. This rule should seldom be obeyed.
C. I have no opinion.
D. This rule should frequently be obeyed.
E. This rule should always be obeyed.

1. Students are not permitted to leave school grounds at recess.

2. Chewing gum will not be allowed in school.

3. Running in the hallways is prohibited.

4. Loud disruptive noises are not allowed in the school.

5. Students must get to school on time.

6. Smoking is not allowed on the school grounds.

7. Students must wear shoes at all times.

8. Students must keep their desks neat and tidy.

9. Swearing is not allowed on school premises.

10. Students will not be permitted to eat their lunches at school except during bad weather.

11. Students are not permitted to ride their bicycles on school grounds.

12. Students are not permitted to damage school property.

13. Students must always respect their teachers.

14. Students must always respect other teachers in the school.

15. The entire class will be punished if the identity of the individual trouble-maker is not revealed.

16. The principal will be the final authority in the school.

17. Each teacher will set the rules of behavior for his or her own class.

18. Students will be allowed to participate in the development of school rules and regulations.

19. Students misbehaving will be given the opportunity to defend their actions.

20. The student must report anyone he sees breaking the school rules to the principal or teacher.

21. Students guilty of serious misconduct will be strapped.

22. Students must behave in an orderly manner at all times.

23. The school will not be responsible for the loss or theft of students' personal belongings.

24. Students will respect the belongings of others.

25. Students will participate in opening exercises such as saluting the flag, reciting the Lord's Prayer and singing O'Canada.

26. Students under no circumstances are allowed to inflict pain or cause bodily harm to others.

27. Students will be expected to play within their assigned area of the playground only.

TEST 7 (FORM B)

Richlea Elementary School was noted as having the following list of rules. If you were the PARENT of a student attending this school, indicate how you would react to each rule by marking the letter of the view which would most accurately express your beliefs.

A. This rule should never be obeyed.
B. This rule should seldom be obeyed.
C. I have no opinion.
D. This rule should frequently be obeyed.
E. This rule should always be obeyed.

1. Students are not permitted to leave school grounds at recess.
2. Chewing gum will not be allowed in school.
3. Running in the hallways is prohibited.
4. Loud disruptive noises are not allowed in the school.
5. Students must get to school on time.
6. Smoking is not allowed on the school grounds.
7. Students must wear shoes at all times.
8. Students must keep their desks neat and tidy.
9. Swearing is not allowed on school premises.
10. Students will not be permitted to eat their lunches at school except during bad weather.
11. Students are not permitted to ride their bicycles on school grounds.
12. Students are not permitted to damage school property.
13. Students must always respect their teachers.
14. Students must always respect other teachers in the school.
15. The entire class will be punished if the identity of the individual trouble-maker is not revealed.
16. The principal will be the final authority in the school.
17. Each teacher will set the rules of behavior for his or her own class.
18. Students will be allowed to participate in the development of school rules and regulations.
19. Students misbehaving will be given the opportunity to defend their actions.

20. The student must report anyone he sees breaking the school rules to the principal or teacher.

21. Students guilty of serious misconduct will be strapped.

22. Students must behave in an orderly manner at all times.

23. The school will not be responsible for the loss or theft of students' personal belongings.

24. Students will respect the belongings of others.

25. Students will participate in opening exercises such as saluting the flag, reciting the Lord's Prayer and singing O'Canada.

26. Students under no circumstances are allowed to inflict pain or cause bodily harm to others.

27. Students will be expected to play within their assigned area of the playground only.

TEST 7 (FORM C)

Richlea Elementary School was noted as having the following list of rules. If you were the PRINCIPAL of this school, indicate how you would react to each rule by marking the letter of the view which would most accurately express your beliefs.

A. This rule should never be obeyed.
B. This rule should seldom be obeyed.
C. I have no opinion.
D. This rule should frequently be obeyed.
E. This rule should always be obeyed.

1. Students are not permitted to leave school grounds at recess.
2. Chewing gum will not be allowed in school.
3. Running in the hallways is prohibited
4. Loud disruptive noises are not allowed in the school.
5. Students must get to school on time.
6. Smoking is not allowed on the school grounds.
7. Students must wear shoes at all times.
8. Students must keep their desks neat and tidy.
9. Swearing is not allowed on school premises.
10. Students will not be permitted to eat their lunches at school except during bad weather.
11. Students are not permitted to ride their bicycles on school grounds.
12. Students are not permitted to damage school property.
13. Students must always respect their teachers.
14. Students must always respect other teachers in the school.
15. The entire class will be punished if the identity of the individual trouble-maker is not revealed.
16. The principal will be the final authority in the school.
17. Each teacher will set the rules of behavior for his or her own class.
18. Students will be allowed to participate in the development of school rules and regulations.
19. Students misbehaving will be given the opportunity to defend their actions.

20. The student must report anyone he sees breaking the school rules to the principal or teacher.

21. Students guilty of serious misconduct will be strapped.

22. Students must behave in an orderly manner at all times.

23. The school will not be responsible for the loss or theft of students' personal belongings.

24. Students will respect the belongings of others.

25. Students will participate in opening exercises such as saluting the flag, reciting the Lord's Prayer and singing O'Canada.

26. Students under no circumstances are allowed to inflict pain or cause bodily harm to others.

27. Students will be expected to play within their assigned area of the playground only.

TEST 7

INSTRUMENT DESCRIPTION

TITLE: Acceptance/Rejection of Rules (Scale)

PURPOSE

1. To find out student attitudes to school rules
2. To determine what differences of attitudes occur with changes in perspective

OBJECTIVES

Citizenship Objectives

- Support just laws and the rights of all individuals
- Be willing to accept law and due process of the law

DESCRIPTION

All forms consist of the same 27 typical school rules to which the student responds on a Likert 5-point scale.

Form A: This form of the test is based on the students' responses as students

Form B: The student responds from the perspective of a parent with a child in that school

Form C: The student responds from the perspective of the principal of the school

SCORING -- INTERPRETING

Responses to Form A should give some indication of the students' acceptance or rejection of the school's rules and regulations (or their compliance/noncompliance with the school's rules.

The amount of congruency or lack of it in the responses of forms B and C with form A of this test would indicate the extent to which people's attitudes are dependent upon the perspective with which they view the world.

Profiles of rules (and the values these embody) could be developed for each form of the instrument:

- Form A - Student
- Form B - Parent
- Form C - Principal

TEST 8

What in your opinion is the best reason for obeying each of the following rules?

Rule 1: Running in the hallways is prohibited.

The best reason for obeying this rule is that

A. I will be punished if I do
B. I may get hurt
C. its not a nice thing to do
D. it is the rule of the school and I accept it
E. my parents send me to school to work and not to fool around
F. it isn't the right thing to do because I might hurt others

Rule 2: Swearing is not allowed on school premises.

The best reason for obeying this rule is that

A. I will be punished if I do
B. swearing will give me a bad reputation
C. it is not polite to swear
D. the rules do not permit swearing and I am willing to abide by them
E. my parents and teachers expect me to behave in school
F. it isn't proper to swear because I might hurt the feelings of others

Rule 3: Students are not permitted to damage school property.

The best reason for obeying this rule is that

A. I will be punished if I do
B. if I get caught, it will give me a bad name
C. it's not a respectable thing to do
D. there are laws against the destruction of property which does not belong to me
E. my parents and the school expect me to respect the property of others
F. I respect the property of others

Rule 4: Students are not permitted to ride their bicycles on the school grounds.

The best reason for obeying this rule is that

A. I will be punished if I do
B. if I ride into someone on the school grounds I may fall off the bike and get hurt
C. good students don't do such things
D. the rules do not permit riding bicycles on the school ground, and I would like to follow the rules
E. I am expected to follow the school rules by my parents and teachers
F. I may hurt someone if I do

Rule 5: Students are not allowed to inflict pain or cause bodily harm to others under any circumstances.

The best reason for obeying this rule is that

A. I will be punished if I do
B. I will develop a bad reputation
C. it's not a nice thing to do
D. there are laws against that type of behavior and I accept them
E. my parents send me to school to learn and not to be a big bully
F. it is not a considerate form of behavior

TEST 9

INSTRUMENT DESCRIPTION

TITLE: Moral Orientation to Rules

PURPOSE

1. To determine the reasons which students find most valid for obeying school regulations
2. To determine the level of moral reasoning (Kohlberg) at which a given group of students operates

OBJECTIVES

Citizenship Objectives: Goal Area IV
Support just laws and the rights of all individuals
- Be willing to accept law and due process of the law

DESCRIPTION

Five school rules or regulations (selected from the previous instrument, Test 8), are presented to the student with a list of six reasons for obeying them. The student is required to select the "best" reason for obeying each rule.

SCORING -- INTERPRETING

The reasons A to F for each item have been constructed to correspond with Kohlberg's 6 stages of moral development (see accompanying summary). Comparing the selected responses to the five items would provide some indication as to the stage of moral development of the student or group.

Alternatives (Items 1 to 5)	Corresponding Stage of Moral Development (Kohlberg)
A	Stage 1
B	Stage 2
C	Stage 3
D	Stage 4
E	Stage 5
F	Stage 6

Note: In administering this instrument it would be advisable to randomly distribute these alternatives throughout the test items.

The Six Moral Stages

	Content of Stage		
Level and Stage	What Is Right	Reasons for Doing Right	*Social Perspective of Stage*
LEVEL I—PRECONVENTIONAL Stage 1—Heteronomous Morality	To avoid breaking rules backed by punishment, obedience for its own sake, and avoiding physical damage to persons and property.	Avoidance of punishment, and the superior power of authorities.	*Egocentric point of view.* Doesn't consider the interests of others or recognize that they differ from the actor's; doesn't relate two points of view. Actions are considered physically rather than in terms of psychological interests of others. Confusion of authority's perspective with one's own.
Stage 2—Individualism, Instrumental Purpose, and Exchange	Following rules only when it is to someone's immediate interest; acting to meet one's own interests and needs and letting others do the same. Right is also what's fair, what's an equal exchange, a deal, an agreement.	To serve one's own needs or interests in a world where you have to recognize that other people have their interests, too.	*Concrete individualistic perspective.* Aware that everybody has his own interest to pursue and these conflict, so that right is relative (in the concrete individualistic sense).
LEVEL II—CONVENTIONAL Stage 3—Mutual Interpersonal Expectations, Relationships, and Interpersonal Conformity	Living up to what is expected by people close to you or what people generally expect of people in your role as son, brother, friend, etc. "Being good" is important and means having good motives, showing concern about others. It also means keeping mutual relationships, such as trust, loyalty, respect and gratitude.	The need to be a good person in your own eyes and those of others. Your caring for others. Belief in the Golden Rule. Desire to maintain rules and authority which support stereotypical good behavior.	*Perspective of the individual in relationships with other individuals.* Aware of shared feelings, agreements, and expectations which take primacy over individual interests. Relates points of view through the concrete Golden Rule, putting yourself in the other guy's shoes. Does not yet consider generalized system perspective.
Stage 4—Social System and Conscience	Fulfilling the actual duties to which you have agreed. Laws are to be upheld except in extreme cases where they conflict with other fixed social duties. Right is also contributing to society, the group, or institution.	To keep the institution going as a whole, to avoid the breakdown in the system "if everyone did it," or the imperative of conscience to meet one's defined obligations (Easily confused with Stage 3 belief in rules and authority; see text.)	*Differentiates societal point of view from interpersonal agreement or motives.* Takes the point of view of the system that defines roles and rules. Considers individual relations in terms of place in the system.
LEVEL III—POST-CONVENTIONAL, or PRINCIPLED Stage 5—Social Contract or Utility and Individual Rights	Being aware that people hold a variety of values and opinions, that most values and rules are relative to your group. These relative rules should usually be upheld, however, in the interest of impartiality and because they are the social contract. Some nonrelative values and rights like *life* and *liberty*, however, must be upheld in any society and regardless of majority opinion.	A sense of obligation to law because of one's social contract to make and abide by laws for the welfare of all and for the protection of all people's rights. A feeling of contractual commitment, freely entered upon, to family, friendship, trust, and work obligations. Concern that laws and duties be based on rational calculation of overall utility, "the greatest good for the greatest number."	*Prior-to-society perspective.* Perspective of a rational individual aware of values and rights prior to social attachments and contracts. Integrates perspectives by formal mechanisms of agreement, contract, objective impartiality and due process. Considers moral and legal points of view; recognizes that they sometimes conflict and finds it difficult to integrate them.
Stage 6—Universal Ethical Principles	Following self-chosen ethical principles. Particular laws or social agreements are usually valid because they rest on such principles. When laws violate these principles, one acts in accordance with the principle. Principles are universal principles of justice: the equality of human rights and respect for the dignity of human beings as individual persons.	The belief as a rational person in the validity of universal moral principles, and a sense of personal commitment to them.	*Perspective of a moral point of view* from which social arrangements derive. Perspective is that of any rational individual recognizing the nature of morality or the fact that persons are ends in themselves and must be treated as such.